



APPROVED

BUDGET

Fairfax County, Virginia

FY 17



Financial Services

www.fcps.edu

8115 Gatehouse Road
Falls Church, Virginia 22042

FY 2017 Approved Budget

School Board

(As of July 14, 2016)

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Springfield District

Thomas Wilson

Sully District

Laura Chu

Student Representative

Administration

Karen Garza

Superintendent

Steven Lockard

Deputy Superintendent

Susan Quinn

Chief Operating Officer

Kristen Michael

Assistant Superintendent, Financial Services



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Guide to Understanding the Budget

Guide to Understanding the Budget

Budget Organization

Fairfax County Public Schools' (FCPS) budget is more than numbers. It is also a record of past decisions and a spending plan for the future. The budget reflects FCPS' priorities and is a communications document to inform stakeholders about FCPS' values and goals. The following narrative describes how the Approved Budget is organized, as well as the other budget documents produced as we move through the budget process.

Proposed Budget

The Superintendent's Proposed Budget is released each year in January and is considered the starting point for the next fiscal year's budget. The Proposed Budget document details projected revenue and expenditures and outlines proposed changes as compared to the prior year's budget. In the Proposed Budget, revenue and expenditures are presented by fund, and then within the School Operating Fund, revenue and expenditures are presented in detail. The Proposed Budget is divided into four sections: Introduction, Financial, Information, and Appendix.

Advertised Budget

After the Proposed Budget is released, public hearings are held, and the School Board has the opportunity to make changes to the budget. The amended budget is then adopted by the School Board in early February and becomes the Advertised Budget. The Advertised Budget is published during the late winter/early spring time frame and is a short supplement to the Proposed Budget.

Approved Budget

Once Fairfax County adopts their budget, FCPS has firm information regarding the share of local revenue the division will receive from the County. Since nearly 72 percent of our funding comes directly from the County, understanding local revenue is critical to FCPS' budget. Once revenue for the coming year is known, the School Board then works with employees and citizens to finalize the budget for the coming year. Passed as the Approved Budget in May, this budget details all revenues and expenditures for the next fiscal year, which begins July 1.

In the Approved Budget document, revenue and expenditures are presented by fund, and then within the operating fund, revenue and expenditures are presented in detail. The Approved Budget document is divided into six sections: Introduction, Organization, Financial, Information, Programs and Departments, and Appendix.

Introductory

The [Introductory Section](#) presents a comprehensive summary of information from each section of the Approved Budget document. It can be presented separately from the budget document and still presents a complete picture of FCPS' budget. The Introduction Section provides details of the changes made at each stage in the budget process and depicts the highlights of the budget as compared to the prior year.

Organizational

The [Organizational Section](#) presents information about each school by region and about FCPS' Strategic Plan and student achievement goals. The budget and planning processes, as well as FCPS' financial policies and practices, are included in the Organization Section.

Financial

The [Financial Section](#) presents a summary of revenues and expenditures for all nine School Board funds. Fund statements are provided, and an analysis of the changes compared to the prior fiscal years, in narrative format, follows the fund statements. Additional detail is provided for the School Operating Fund including key funding initiatives and challenges and descriptions of revenue and expenditure changes by category. FCPS' financial classification structures are also included in the Financial Section.

Informational

The [Informational Section](#) presents a five-year fiscal forecast for each of FCPS' governmental funds, which includes the School Operating Fund, authorized positions, staffing methodology, and major staffing changes. Student enrollment and student instructional needs drive the staffing levels for general education, special education, advanced academics, English for Speakers of Other Languages instruction, and other services. A Benchmarks page provides six years of summary data for enrollment, student demographics, positions, teacher salaries, expenditure totals, and revenue by source. The following topics are also presented in this section: student enrollment trends, student achievement, and cost per pupil.

Programs and Departments

The [Programs and Departments Section](#) presents a summary of expenditures and positions by FCPS' program categories which include: elementary school education, middle school education, high school education, special education, adult and community education, instructional support, student transportation, facilities management, general support, and central administration. Also included in this section is a summary of divisionwide support organized by department and office level which includes: department mission, information, and issues and trends; nonschool-based positions funded in the School Operating Fund; operational expectations; and a summary of centrally managed expenditures.

Appendix

The [Appendix Section](#) presents a five-year summary comparison of revenues, expenditures, positions, and school enrollment; staffing standards; school per-pupil allocations; supplements; salary scales; and reference materials, which include an acronym index, glossary, and index.

Other Budget Documents

Detailed Budgets

In addition to the Approved Budget document, FCPS publishes Detailed Budgets. Detailed Budgets provide a line-by-line budget for each school and office in FCPS. These budgets are produced prior to the beginning of each school year and present five fiscal years of data for each school and office at the lowest expenditure level, which for FCPS is called "commitment item."

Program Budget

A companion document to the Approved Budget, the Program Budget, produced in October, presents expenditure and revenue details by program, such as Core Elementary Instruction, Language Immersion Program, and Adapted Physical Education. The Program Budget includes activities that occur in all Governmental Funds. Proprietary and Fiduciary Funds are not included in the Program Budget because the revenues for these funds are derived from allocating costs to the other funds. The information for each program or activity detailed in the Program Budget includes expenditures, positions, offsetting revenue, the net cost to the School Operating Fund by program, the Student Achievement Goal and subgoal that each program supports, number of students served, number of sites served, a program description, grant funding, the method of service provision, an explanation of cost, program contacts, list of mandates, and outcomes. With this detailed information, the Program Budget serves as a valuable tool for FCPS and the School Board to use when making programmatic and budgetary decisions.

Budget Basics

What is the Revised Budget?

The FY 2016 Revised Budget is the most recently adjusted budget and includes changes made at the FY 2015 Final Budget Review, approved by the School Board on July 23, 2015; and the FY 2016 Midyear Budget Review, approved by the School Board on December 17, 2015; and the FY 2016 Third Quarter Budget Review, approved by the School Board on March 10, 2016. The Revised Budget is higher than the Approved Budget because it includes the carryover of outstanding encumbered obligations (undelivered orders), schools/projects carryover, prior committed priorities and requirements, strategic plan investments, and reserve funding.

How are revenue and expenditures projected?

There are many unpredictable factors affecting the projection of revenue and expenditures. It is, therefore, important that FCPS develops and utilizes budget assumptions that are current and based on data and information available at the time the budget is formulated. FCPS continuously monitors revenue and expenditures throughout the year, which is an essential step to ensure that FCPS maintains a balanced budget and prevents a deficit.

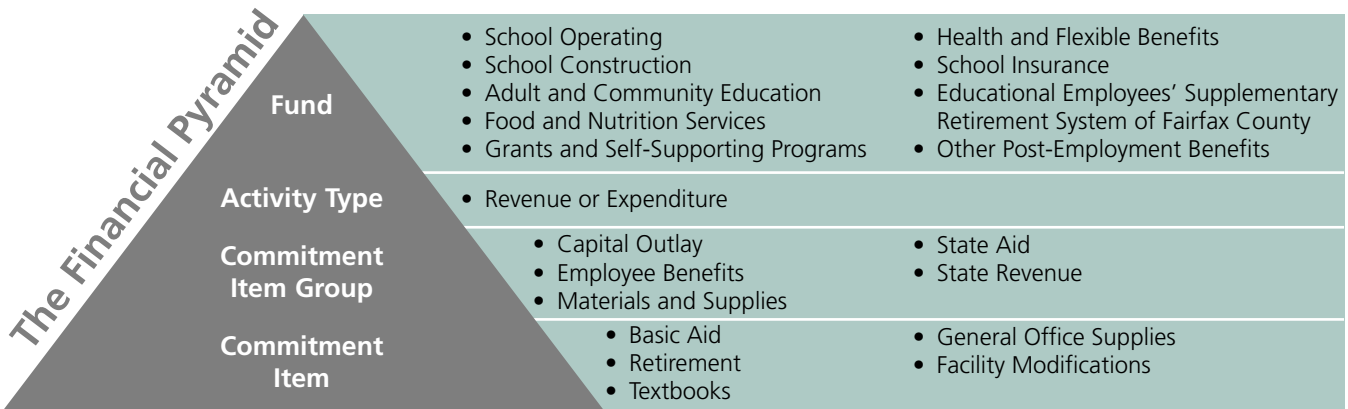
How are budgets developed each year?

The baseline budgets for schools and special education centers are determined primarily by application of ratio-based formulas that meet or exceed state requirements and have been approved by the School Board. Each year, school-based positions are recalculated based on the projected enrollment for the next year using the School Board approved staffing formulas. Staffing formulas and examples of how staffing is calculated and allocated to schools are included in the Information Section.

Guide to Understanding the Budget

How are revenue and expenditures classified?

The primary elements used to classify revenue and expenditures are: fund, activity type, commitment item group, and commitment item. Funds represent the highest level of the classification structure. Activity type refers to revenue or expenditures. Commitment item group classifies revenue and expenditures into broad categories. Commitment item is the lowest level of the classification structure for revenue and expenditures. As shown in the following chart, these elements can be viewed as a pyramid, with fund being the top level and commitment item being the lowest level of detail. This pyramid approach is reflected in all of the financial summaries.



Fund Classification	Fund Type	Fund Description	School Board Fund	Budget Basis	Accounting Basis
Governmental Funds – account for operating and special revenue activities	Operating	The School Operating Fund is FCPS' primary operating fund which accounts for all financial resources except those that are accounted for in another fund.	• School Operating	• Modified Accrual • ER Daniels Trust and Gift fund not included	Modified Accrual
	Capital Projects	The Capital Projects Fund tracks financial transactions used for the acquisition, construction, or renovation of school sites, buildings, and other major capital improvements.	• School Construction	• Modified Accrual	Modified Accrual
	Special Revenue	Special Revenue funds are used to account for proceeds of specific revenue sources, other than major capital projects, in which expenditures are restricted for a specified purpose.	• Adult and Community Education • Food and Nutrition Services • Grants and Self-Supporting Programs	• Modified Accrual	Modified Accrual
Proprietary Funds – account for business type activities	Internal Service	Internal Service funds account for the financing of goods and services provided by one department to other departments within FCPS on a cost reimbursement basis.	• Health and Flexible Benefits • School Insurance	• Accrual • Depreciation and compensated absences not included	Accrual
Fiduciary Funds – account for resources held for others by FCPS as an agent or trustee	Trust	Pension and Other Post-Employment Benefits Trust Funds account for assets held in a trustee capacity for the members and beneficiaries.	• Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) • School Other Post-Employment Benefits (OPEB)	• Accrual • Depreciation and compensated absences not included	Accrual

Does FCPS end each year with money that is unspent?

Each year state and local governments typically end the year with an available ending balance to ensure that they meet revenue projections and do not exceed expenditure appropriations. FCPS, like Fairfax County government, historically has ended every fiscal year with an available ending balance. This is a responsible budgeting practice since FCPS is required by law to have a balanced budget.

Available ending balances fluctuate year to year due to changing conditions and typically represent a small fraction of the overall budget. For example, when we have a mild winter, we have one-time savings in utilities accounts that are included in the available ending balance. Since these conditions fluctuate, it is most prudent to use those monies for one-time expenditures, rather than permanent increases. Because of our serious economic circumstances in recent years, FCPS has acted prudently and has used the available ending balance to meet upcoming fiscal years' expenses. Each year FCPS revises budget assumptions based on the prior year's actual expenditure trends.

What is salary lapse?

Salary lapse, including benefits, is savings resulting from position turnover and from positions being held vacant for a period of time during the fiscal year. FCPS budgets for lapse and any savings above the budgeted amounts are included in FCPS' available ending balance. FCPS reviews and takes steps to adjust lapse regularly, for example adjusting the salary level used to budget vacant positions. As nearly 90 percent of the budget is compensation, the majority of the available ending balance is derived from the compensation accounts. Regardless of the salary lapse percentage budgeted, all savings at year end are reflected in the available ending balance.

What is a "structurally balanced budget?"

A structurally balanced budget occurs when recurring revenues are equal to recurring expenditures in the adopted budget. Since FCPS has needed to use one-time savings from the prior fiscal year to meet recurring expenditures, FCPS has a structural deficit.

What reserves does FCPS have in its operating fund?

FCPS has three reserves in the School Operating Fund: a textbook replacement reserve, future year beginning balance reserve, and a School Board flexibility reserve. In FY 2017, the textbook replacement reserve totals \$11.7 million, an increase of \$2.8 million over the FY 2016 Approved Budget and the FY 2016 Revised Budget. The increase is the result of a transfer of \$2.8 million to textbook replacement reserve via a reduction in the per-pupil allocations for FY 2017. Since FY 2012, newly adopted textbooks have been purchased centrally with the provision that the per-pupil reduction that is set aside will pay for these textbooks over a six-year period. At the end of the six-year period, the accumulated funds are then available for a new textbook adoption cycle.

The School Board flexibility reserve is committed to meet unforeseen circumstances. Any unused portion is carried forward to the next fiscal year with the School Board approval. The flexibility reserve is only reflected in the current year's Revised Budget and is not included in the proposed, advertised, or approved budget totals. As part of the FY 2016 Final Budget Review, \$8.0 million was carried over in the School Board Flexibility Reserve for FY 2017.

I've heard about school districts in other parts of the country that creatively generate revenue to increase their budgets. Has FCPS considered this as a way to get more money into our budget?

Fairfax County Public Schools does not have the authority to impose taxes. FCPS does evaluate opportunities to generate revenue by charging fees, but may only do so where the Commonwealth of Virginia has granted the specific authority. In FY 2017, the majority of our revenue (nearly 72 percent) is requested from Fairfax County, which generates its revenue from real estate and personal property taxes. The Commonwealth of Virginia provides the next largest source of revenue to FCPS through state aid and sales tax revenues. The remaining revenues come from a variety of sources, including federal aid and tuition.

Guide to Understanding the Budget

What Our Community Needs to Know About School Budgets

Due to the requirement to operate within a balanced budget, state and local governments typically end the year with an available balance to ensure that they meet revenue projections and do not exceed expenditure appropriations. As a result, Fairfax County Public Schools (FCPS), like Fairfax County government, historically has ended each fiscal year with a positive ending balance. Included in the ending balance is carryover for outstanding encumbered obligations which reflects orders for goods or services that have not been received or performed as of June 30. In addition, FCPS allows schools to carry over unspent funding from certain supply and hourly accounts. This carryover encourages schools to use multiyear planning to meet student needs. Carryover practices are reviewed and revised annually.

FCPS has used multiple strategies to address budget shortfalls, including conserving resources and reducing spending during the fiscal year where possible. As a result of these actions taken during the fiscal year, the net funding available at year-end is presented to the School Board as an available balance after commitments. Recently, this funding has been allocated for beginning balance instead of being spent for current year needs.

There are many factors unique to school systems that can trigger educational cost increases that outpace inflation. For example, increases in labor costs due to changes in student enrollment or changes in staffing standards can drastically impact school budgets because K-12 education is so labor intensive. Understanding these factors will provide citizens with greater comprehension of the financial challenges that schools confront today and of the environmental context in which budgeting decisions must be made. The following factors, while inherent features of modern educational systems, place considerable pressure on school budgets:

- **Programmatic Priorities** – Our community demands high achievement, as well as the availability of programs and opportunities to address each student's individual needs. The School Board adopted the FCPS *Portrait of a Graduate*, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS. On July 9, 2015, the School Board approved the long-term Strategic Plan called *Ignite* which is a guiding strategy that will be at the center of all FCPS' planning activities. Meeting these expectations requires that FCPS allocate resources both thoughtfully and efficiently.
- **State and Federal Mandates** – FCPS must comply with state and federal mandates, which significantly impact divisionwide needs and priorities. Mandates are not always funded, which pose a financial burden on localities and school divisions.
- **Technology** – Training our students on technology at all levels remains a priority as such skills have become synonymous with student success in the 21st century. An objective of FCPS' *Portrait of a Graduate* is that FCPS graduates are able to use technological skills and contemporary digital tools to effectively communicate.
- **Enrollment and Demographics** – The cost of enrollment growth and changing student demographics impacts school-based positions generated through staffing formulas and per-pupil allocations.
- **Changes in Staffing** – Programmatic priorities, technology initiatives, and enrollment all may impact staffing.

Our communities are very different today than they were even ten years ago. In many ways, our schools and our students reflect the changing world in which we live. The tools of the education profession have changed, and the expectations of the community continue to rise. FCPS has not only met these challenges but has done so in a cost-effective manner.

Where Can I Get More Information?

During the budget process, FCPS maintains a dedicated news page specifically for budget information that can be found on the home page at www.fcps.edu. The FCPS website includes the most recent and historical budget documents, a budget calendar, comparative information for FCPS and surrounding school systems, and information about FCPS programs and schools. During budget development, questions about what is being proposed in budget documents, as well as new ideas emerge. Using the budget question process, School Board members and members of the Board of Supervisors may submit questions to the Office of Budget Services where they will be assigned and disseminated to the appropriate assistant superintendent for a response. Examples of budget questions include the cost and impact of expanding or eliminating programs, comparisons of various compensation options (step, market scale adjustment, or bonus), and historical spending on categories such as technology. Responses to budget questions for the current and prior years are posted on the FCPS web site to promote transparency to the community and other stakeholders.

In addition, the Financial Transparency Initiative, a joint project between FCPS and Fairfax County, provides comprehensive financial and accountability information that is easy to locate, access, and understand. The online application allows users to search and view summary information about payments to specific vendors and budget vs. actual balances by fund and agency. Data is available beginning with FY 2013 and is updated monthly.

Budget Document Survey

Fairfax County Public Schools is continually looking for feedback on its budget documents. As you review the FY 2017 Approved Budget, please consider giving us your feedback and suggestions via our [online budget document survey](#).

Acknowledgements

The Fairfax County Public Schools budget could not be produced without the dedicated staff members in the Office of Budget Services and the outstanding support provided by each department's financial services liaison. The administration and the School Board worked closely with the staff to produce the FY 2017 Approved Budget document.

Administration (as of July 14, 2016)

Karen Garza, Superintendent
Steven Lockard, Deputy Superintendent
Douglas Tyson, Assistant Superintendent, Region 1
Fabio Zuluaga, Assistant Superintendent, Region 2
Terry Dade, Assistant Superintendent, Region 3
Angela Atwater, Assistant Superintendent, Region 4
Frances Ivey, Assistant Superintendent, Region 5
Mark Greenfelder, Executive Director
Office of School Support

Chief of Academics

Dr. Francisco Durán, Chief Academic Officer
Sloan Presidio, Assistant Superintendent, Instructional Services
Jane Lipp, Assistant Superintendent, Special Services
Kathleen Walts, Executive Director
Office of Professional Learning and Family Engagement

Chief of Operations

Susan Quinn, Chief Operating Officer
Jeffrey Platenberg, Assistant Superintendent, Facilities and Transportation Services
Kristen Michael, Assistant Superintendent, Financial Services
Chace Ramey, Assistant Superintendent, Human Resources
Maribeth Luftglass, Assistant Superintendent, Information Technology

Chief of Staff

Marty Smith, Chief of Staff
Matt Guilfoyle, Executive Director
Office of Communication and Community Relations

School Board (As of July 14, 2016)

Sandy Evans,
Chairman
Mason District

Jane Strauss,
Vice Chairman
Dranesville District

Karen Corbett Sanders
Mount Vernon District

Tamara Derenak Kaufax
Lee District

Jeanette Hough
Member at Large

Pat Hynes
Hunter Mill District

Ryan McElveen
Member at Large

Megan McLaughlin
Braddock District

Ilryong Moon
Member at Large

Dalia Palchik
Providence District

Elizabeth Schultz
Springfield District

Thomas Wilson
Sully District

Laura Chu
Student Representative

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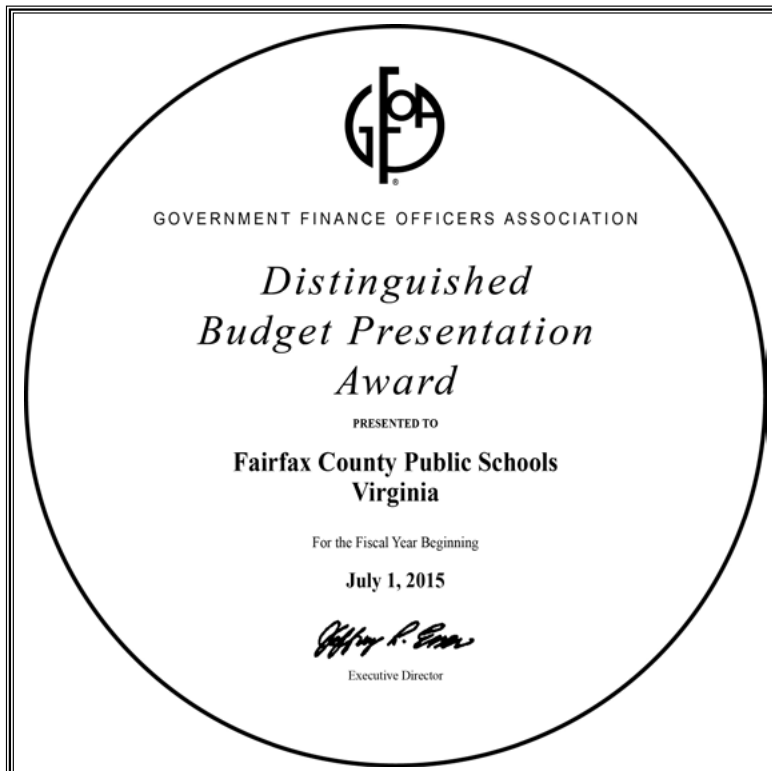
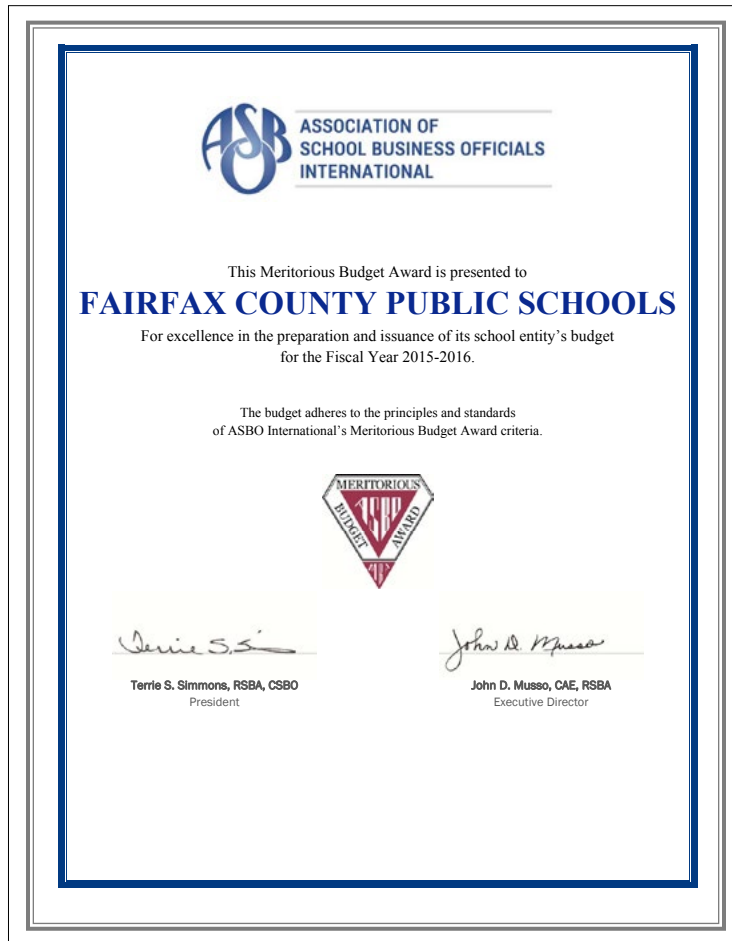
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Pon Yusuf, Budget Analyst

Lifen Zhou, Coordinator

The Office of Budget Services would like to thank FCPS staff members for their assistance

Throughout the year, Financial Services would like to thank our financial liaisons for their dedication, partnership and continued support. The successes of our budget process is a culmination of various budgeting, tracking and reporting requirements that are made more effective by the collaboration that is had between departments. It is through these joint efforts that FCPS is able to provide our programs with realistic funding that ultimately impacts our schools and classrooms, effecting each one our students.



Introductory

This introductory section is intended to serve as a stand-alone, summary document. More detailed information can be found in the sections that follow. Bookmarks have been provided and the Index is hyperlinked for ease in finding items of particular interest. Visit our website at www.fcps.edu/fs/budget/index.shtml.

Click on the items below to be directed to the appropriate page

Message From the Superintendent

Budget at a Glance

School Board

School Board Strategic Plan

Budget Process

School Board Funds

School Operating Fund Highlights

Message From the Superintendent

July 1, 2016

On behalf of the teachers and administrators of Fairfax County Public Schools, I want to thank our community for its ongoing support of our great school system. This past year, we had unprecedented input into our FY 2017 Budget from stakeholders in our community. We appreciate the great work of the volunteer Budget Task Force, community members who used User Voice, and the thousands of residents that completed the Budget Proposal Tool. Your input provided valuable information as we developed the \$2.7 billion operating budget.

The FY 2017 budget includes an increase in revenues from the county of 4.8 percent and an increase of 3.0 percent in state aid and 5.5 percent in sales tax. We are very grateful for the significant, improved investment in state and local funding. We thank the elected officials at the state and county level for supporting our schools.

The budget includes salary increases for all employees at a cost of \$62.2 million. These salary increases are comprised of a step increase for all eligible employees and a 1.0 percent market scale adjustment for all employees. In addition, we were able to invest \$40.0 million in the teacher scales where our salaries were furthest below our neighboring jurisdictions in an effort to attract and retain the highest quality teachers. We also invested \$0.3 million in the Operating Fund and \$1.1 million in the Food and Nutrition Services Fund to bring all contracted employees to the living wage minimum of \$13.13 per hour.

Other budget highlights include: \$10.8 million to reduce elementary class size, \$2.2 million for bus replacement, \$13.8 million for increases in the division costs for employee health coverage, and \$14.7 million for increases in the division costs for employee retirement. This FY 2017 Budget includes reductions totaling \$32.5 million.

Despite our continuing budget challenges, we are very hopeful for the future and for providing a rich educational experience for every FCPS student. This year, we move into year two of implementing our Strategic Plan, *Ignite*. We continue to enhance its four goals - Student Success, Caring Culture, Premier Workforce, and Resource Stewardship and build upon the foundation of the FCPS *Portrait of a Graduate*, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS.



**Building the Future...
Child by Child**
FAIRFAX COUNTY
PUBLIC SCHOOLS

Message from the Superintendent



Because of the talent of our great workforce and with the continued support of parents and the community, FCPS is a great place to learn and work. I thank you for your support and dedication as we work together to keep Fairfax County Public Schools a valued community asset and model for educational systems through the nation.

Sincerely,

A handwritten signature in black ink, which appears to read "Karen K. Garza".

Karen K. Garza
Superintendent of Schools

Budget at a Glance

Budget Development Process

Facing the potential for a significant budget deficit in FY 2017, Fairfax County Public Schools (FCPS) proactively took steps to examine the options for the development of the FY 2017 budget. The FY 2017 budget development process included the Superintendent forming the Budget Task Force in June 2015, and provided online applications to engage the community and elicit input. This unprecedented level of engaging stakeholders in the budget development process was necessary because of projected expenditures for FY 2017 exceeding preliminary revenue estimates, combined with the significant budget reductions FCPS has taken since FY 2008 that total nearly half a billion dollars.

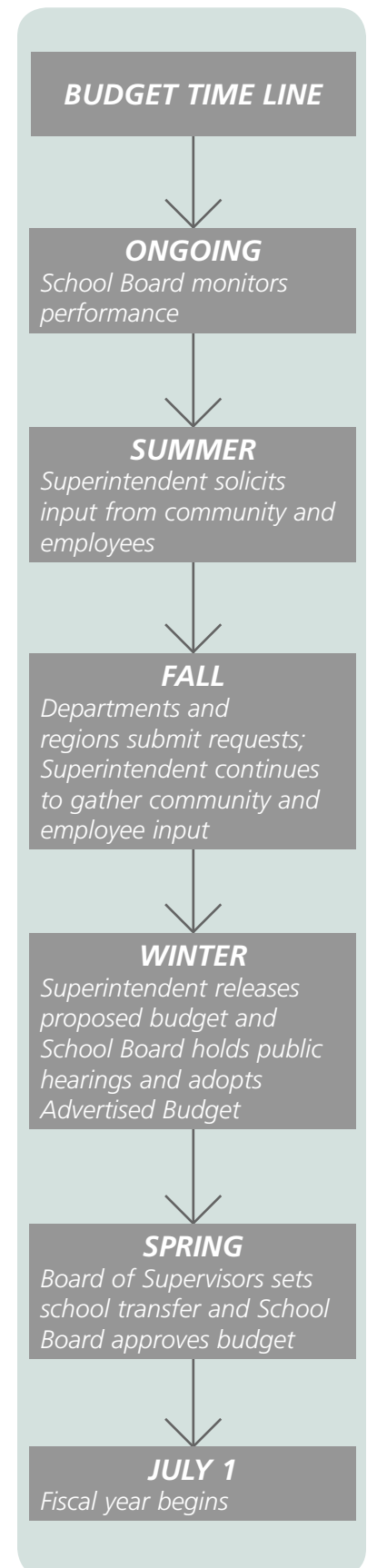
The Budget Task Force included 36 community members nominated by various stakeholders (by School Board members, the County Board of Supervisors, community groups, and FCPS employees). The group met over the summer and through the fall of 2015 to provide input to the Superintendent with two scenarios of budget reductions: \$50 million and \$75 million. The Budget Task Force recommendations were released on November 9, 2015 in the [Budget Task Force Report](#). The reductions suggested by the Budget Task Force provides a road map of potential reductions that may be necessary for FY 2017 and future years.

Community feedback for FY 2017 budget was obtained via [UserVoice](#) (an online tool for School Board, employee, parent, student, and community input); the online [Budget Proposal Tool](#) (an interactive tool used to develop and submit proposals to address a projected \$50 million deficit and a \$75 million deficit); and community outreach meetings. The Budget Task Force considered feedback from users of these tools as it formulated its recommendations.

The School Board's Strategic Plan includes beliefs, vision, and mission statements for all FCPS' planning activities. The Strategic Plan provides a framework for both the school system's operation and the budget. On July 9, 2015, the School Board approved the 2015-20 Strategic Plan, *Ignite*, a guiding strategy which includes four goals: student success, caring culture, premier workforce, and resource stewardship.

Ignite was developed with the input of the entire FCPS community and was built on the foundation of FCPS' *Portrait of a Graduate*, which encompasses what the community believes is important for graduates to know and be able to do when they leave FCPS.

The budget process includes an education and communications strategy to inform key communicators, participants, stakeholders, and the general public about FCPS' budget and how the process works. The education and communications strategy provides opportunities for participants, stakeholders, and citizens to provide input and engage with FCPS. A comprehensive list of public engagement opportunities and budget publications is available in the Engaging the Community section beginning on [page 220](#) of this document.



Budget at a Glance



Below is a graphic representation of the budget process.



Stakeholder Engagement

School Board

- Provides budget updates at community meetings
- Publishes newsletters
- Distributes Keep In Touch messages
- Holds monthly budget work sessions

Superintendent

- Creates Budget Task Force for input on FY 2017 Proposed Budget
- Provides tools and the opportunity to capture stakeholder input on budget
- Considers Budget Task Force and stakeholder budget recommendations

Board of Supervisors

- Hosts joint School Board and Board of Supervisors budget work session (November 2015)
- Collaborates with School Board to achieve cost savings through shared services

Parents, Employees, and Community Members

- Attends community information meetings
- Develops and submits budget proposals via online tools (Budget Proposal Tool and UserVoice)
- Responds to budget surveys

Gathering Budget Input

FCPS Superintendent, Dr. Karen Garza, undertook her third listening tour that included visiting every FCPS magisterial district with Fairfax County School Board members to hear citizens' concerns and questions. Dr. Garza has been actively seeking input from all stakeholders since the beginning of her tenure.

Information about the FY 2017 budget, including the Budget Task Force and Community Information Sessions, was shared on FCPS' website at <http://www.fcps.edu/news/fy2017/taskforce/index.shtml>.

FY 2017 Approved Budget Overview

The FY 2017 Approved Budget for the School Operating Fund totals \$2.7 billion. This is an increase of \$110.3 million, or 4.3 percent, from the FY 2016 Approved Budget.

The FY 2017 Approved Budget provides for the basic needs of our system. While the budget does not include new funding to improve programs and services to our students and schools, it also does not include any reductions that would negatively impact instructional programs and services. We can no longer afford to make budget reductions and still provide our students with excellent educational opportunities.

For FY 2017, funds are budgeted that will allow FCPS to begin the process of rebuilding from some of the losses that have been sustained since the economic downturn. The budget includes initial funding as part of a multiyear investment in two key priority areas – employee salaries and elementary class size reduction. Included are funds to provide:

- A base salary increase for all employees including a step increase and a 1.0 percent market scale adjustment (MSA) - \$62.2 million
- A teacher scale enhancement to attract and retain the highest quality teachers - \$40.0 million
- A living wage adjustment for eligible employees - \$0.3 million
- A reduction of large elementary class sizes - \$10.8 million

Other adjustments in the FY 2017 Approved Budget include:

- A reduction for enrollment and student demographics - \$6.7 million
- An increase in the rate for employee health coverage - \$13.8 million
- Increases for the Virginia Retirement System (VRS) and Fairfax County Employee's Retirement System (FCERS) rates - \$14.7 million
- Budget reductions (compensation base savings, one-time staffing and transportation radio reserves, substitute pay rate, fuel, central department, transfers to School Construction and School Debt funds) – \$32.5 million

To balance the budget, each year since 2008, FCPS has taken significant budget reductions, which total nearly one half billion dollars. In FY 2015 alone, budget reductions totaled nearly \$100 million and included the elimination of 724 full-time equivalent positions. The FY 2016 Approved Budget included expenditure reductions totaling \$61.4 million.

For FY 2017, funds are budgeted that will allow FCPS to begin the process of rebuilding from some of the losses that have been sustained since the economic downturn.

Budget at a Glance

Reductions were required because recurring revenue has not kept pace with FCPS' increases in expenditures.

Reductions were required because recurring revenue has not kept pace with FCPS' increases in expenditures resulting from student enrollment and demographic changes, employee salary increases, and other unavoidable costs. Without increasing revenue, FCPS will not be able to address employee compensation and sustain the current quality, nor the full range of academic programming we currently offer our students.

FCPS has been using one-time, year-end balances to pay for recurring expenses. While the use of one-time funding helps bridge the gap between the revenue available and expenditures, the use of these funds to pay for ongoing costs creates a structural imbalance that requires recurring revenue to resolve. Upon evaluating FY 2017 and future year budget requirements, it is clear that balancing each year's budget on continued reductions, while protecting the quality of FCPS' educational programs, is not sustainable. As a result, FCPS has to take a long-term approach when looking at future year budgets to work towards ensuring a predictable and sustainable level of funding. A long-term approach is essential because the cumulative impact of reductions has resulted in FCPS being at a tipping point in providing quality education services for all students.

Many long-term options for savings and efficiencies are being considered by FCPS. Ongoing activities include targeted reviews to achieve potential efficiencies; identification of potential savings and flexibility available to increase effectiveness; and the promotion of the value of FCPS' programs and activities by providing education and outreach. To ensure that resources are aligned with FCPS' instructional priorities, and that operations and programs are efficient, FCPS is or will be undertaking comprehensive reviews in the following areas:

Compensation

FCPS is currently engaged in a compensation study. Compensation is FCPS' largest expenditure and directly impacts FCPS' ability to be competitive with surrounding school systems. The first phase of the FCPS compensation study, benchmarking salaries (a market study comparing salaries and benefits for teachers, instructional assistants, and benchmarked Unified Scale positions) is now completed. The results of the collected and analyzed benchmark data for teacher positions were presented to the School Board at the December 7, 2015, work session and the February 8, 2016 work session. In addition, compensation philosophy goals were shared with the School Board at the March 14, 2016, work session. This included the collection and evaluation of input and feedback from employees through a survey and focus groups regarding compensation program options. The next steps of the compensation study include presenting a proposed future pay scale for paraprofessional and the Unified Scale in the fall of 2016.

Health

FCPS self-insures the majority of its medical and dental benefit plans as an additional method of managing costs. While FCPS has implemented cost-saving measures to minimize cost increases to the system and participants and reviews benefit and copayment levels annually, FCPS' health offerings are being reviewed and options will be analyzed by a committee during calendar year 2016.

Retirement

Retirement plans for FCPS employees are supported through three systems: the Virginia Retirement System (VRS), the Educational Employees' Supplementary Retirement System of Fairfax County (ERFC), and the Fairfax County Employees' Retirement System (FCERS). Participation in the varied systems is dependent on the

Budget at a Glance

type of position the employee holds and whether or not they are full or part-time. A study to benchmark FCPS' retirement benefit levels (VRS and ERFC) to surrounding school divisions, Fairfax County, and the federal government was presented to the School Board on [May 12, 2016](#) and [July 21, 2016](#).

Outsourcing and Collaboration with Fairfax County Government

FCPS continues to identify and review areas where outsourcing may result in cost saving opportunities. In addition, FCPS collaborates with Fairfax County government on smart/shared services with the county to achieve cost savings and efficiencies on items such as vehicle/bus services, the financial and procurement system, and other services.

FCPS continues to identify and review areas where outsourcing may result in cost saving opportunities.

Budget at a Glance

Combined, state and local revenue receipts are the source of 94.4 percent of FCPS' operating revenue.

FCPS Percentage of County General Fund Disbursements*	
• FY 2013 Actual	52.3%
• FY 2014 Actual	52.0%
• FY 2015 Actual	52.0%
• FY 2016 Adopted	52.7%
• FY 2016 Revised	51.8%
• FY 2017 Adopted	52.7%

* Includes Operating Transfer, Construction Transfer, and School Debt

According to the State Superintendent's most recent report on Sources of Financial Support for Expenditures, Total Expenditures for Operations, and Total Per-Pupil Expenditures for Operations, FCPS received \$2,218 per pupil in state aid for FY 2015, while the state average per-pupil allocation was \$3,798.

Where It Comes From - Revenue

Overall

- The FY 2017 Approved Budget includes a \$2.7 billion School Operating Fund revenue budget.
- State and county revenue combined provide 94.4 percent of FCPS' operating revenue.

County

- FCPS receives the majority of its funding, \$1.9 billion or 71.6 percent, from local funds in the form of a transfer from Fairfax County government.
- County support for FCPS (operating, construction, and school debt service) comprises 52.7 percent of General Fund disbursements reflected in Fairfax County's FY 2017 Adopted Budget.

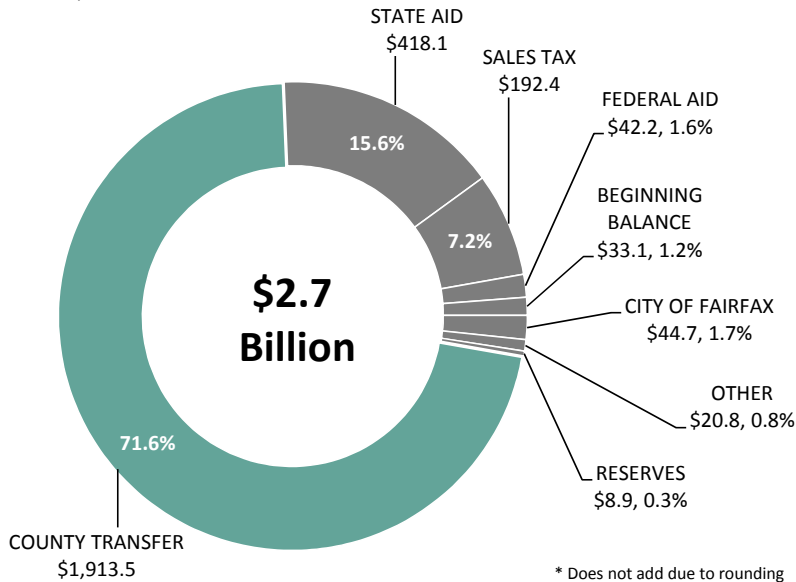


State

- The Commonwealth of Virginia provides two types of revenue, state aid and sales tax, which combined total \$610.5 million for FY 2017. State revenue is FCPS' second largest source of revenue, providing 22.8 percent of FY 2017 operating revenue.
- School divisions receive the majority of state aid based on their local composite index (LCI). The state uses the LCI to equalize direct aid payments so that counties and cities with a lower composite index receive more state funding, and those with a higher index receive less. The state calculates the LCI every two years as part of developing its biennial budget. In the fall of 2015, LCIs for the 2016-2018 Biennial Budget were calculated, resulting in Fairfax County's LCI increasing from 0.6807 to 0.6844.
- Of the 6.0 percent sales-and-use tax levied in Northern Virginia, one cent of the amount collected is returned directly to local governments for General Fund use, while one and one-quarter cent is dedicated to K-12 education. Of the amount collected for K-12 education, one and one-eighth cent is returned to districts. Sales tax revenue is distributed to school districts based on each locality's number of school-age children. The state uses annual school-age (5 to 19 years old) population estimates prepared by the Weldon Cooper Center for Public Services at the University of Virginia.

Most of FCPS' Revenue Comes from the County
Where it Comes From - FY 2017 Approved Operating Revenue*

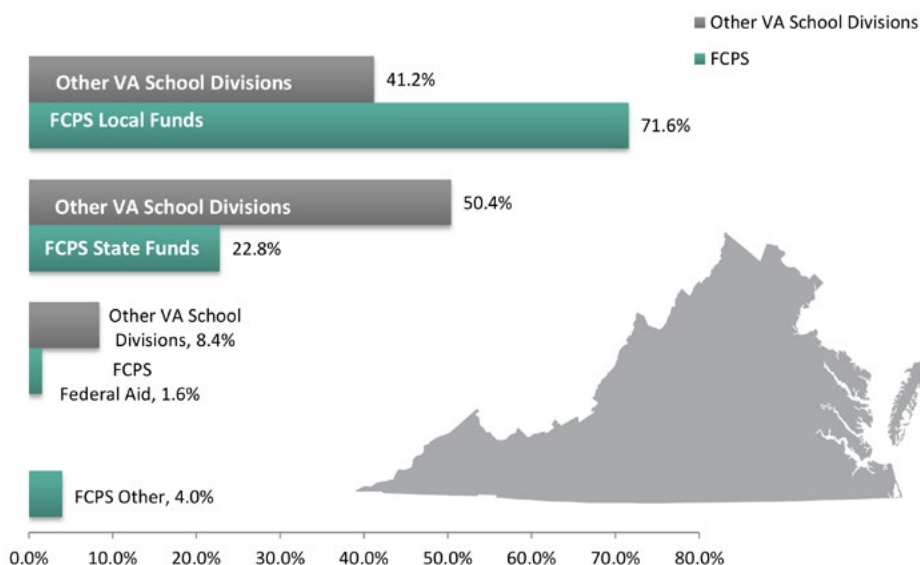
(\$ in millions)



Revenue Budget Comparison Summary

- Approved revenue for the School Operating Fund for FY 2017 totals \$2.7 billion, a net increase of \$109.2 million, or 4.3 percent, over the FY 2016 Approved Budget and a net increase of \$0.2 million over the FY 2016 Revised Budget.
- The FY 2017 transfer from Fairfax County government totals \$1.9 billion, an increase of \$88.4 million, or 4.8 percent, over the FY 2016 county transfer amount.
- The FY 2017 Approved Budget includes a projected increase in state revenue (state aid and sales tax combined) totaling \$22.3 million, or 3.8 percent, over the FY 2016 Approved Budget. The FY 2017 sales tax projection totals \$192.4 million, an increase of \$10.1 million, and the state aid projection of \$418.1 million reflects an increase of \$12.3 million above the FY 2016 Approved Budget. The state aid projection reflects changes in student enrollment, technical policy updates made by the state, and the change in LCI.

Revenue Comparison to Other VA School Divisions



The State provides 22.8 percent (state aid and sales tax) of FCPS' funding. This is significantly less than the 50.4 percent received on average by other Virginia school divisions.

Budget at a Glance

Once the School Operating Fund Budget is brought into structural balance, one-time resources such as budget savings and nonrecurring revenue should not be used for current or new ongoing operating expenses.

What is the Revised Budget?

The FY 2016 Revised Budget includes adjustments made at the FY 2015 Final Budget Review, approved by the School Board on July 23, 2015; the FY 2016 Midyear Budget Review, approved by the School Board on December 17, 2015; and the FY 2016 Third Quarter Budget Review, approved by the School Board on March 10, 2016. The Revised Budget includes funding for the FY 2017 beginning balance; School Board flexibility reserve; centralized textbook replacement reserve; a reserve for public safety radios in buses; funding for the staffing reserve to address class size; other commitments, including outstanding encumbered obligations; and administrative adjustments carried forward to fund prior committed priorities and requirements and strategic plan investments that were funded at the FY 2015 Final Budget Review.

Revenue Enhancements

Each year as part of the budget development process, FCPS reviews areas where there may be opportunities to generate or increase revenue. Opportunities to add or increase user fees for a variety of items (e.g., community use, test fees, monopolies, advertisements, etc.) are considered. However, the state places strict limitations on what fees a school division may assess students so FCPS is somewhat limited on how much revenue is generated from fees.

FCPS also pursues additional revenue by securing grants and developing business partnerships to help fund initiatives. The mission of the Grants Office is to develop grants, endorsements, and collaborative partnerships that enhance educational opportunities and provide funding for divisionwide initiatives. In addition to working directly with schools and departments on proposal development, the team identifies and communicates grant opportunities; provides guidance to groups, schools, departments, and other prospective grant applicants; prepares grant proposals, provides assistance with narratives and budgets; and manages the application process. As a related function, the Business and Community Partnerships Office recruits and supports partners who work with individual schools and the school system.

Where It Goes - Expenditures

The FY 2017 Approved Budget expenditures in the School Operating Fund total \$2.7 billion, an increase of \$110.3 million, or 4.3 percent, over the FY 2016 Approved Budget, and an increase of \$30.5 million, or 1.2 percent, from the FY 2016 Revised Budget. The FY 2016 Revised Budget includes adjustments made at the FY 2015 Final Budget Review, approved by the School Board on July 23, 2015, the FY 2016 Midyear Budget Review, approved by the School Board on December 17, 2015; and the FY 2016 Third Quarter Budget Review, approved by the School Board on March 10, 2016.

Expenditure Budget by Program

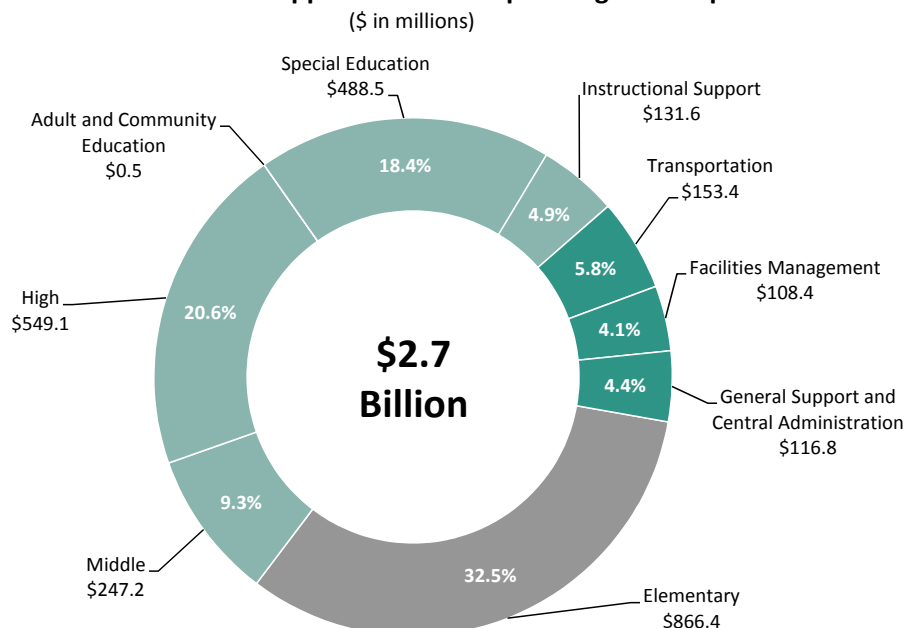
Program Funding*				
(\$ in millions)				
Program	FY 2016 Approved	FY 2017 Approved	Change	
			Amount	Percent
Elementary School Education	\$829.0	\$866.4	\$37.4	4.5%
Middle School Education	235.3	247.2	11.9	5.1%
High School Education	523.0	549.1	26.1	5.0%
Special Education	464.3	488.5	24.3	5.2%
Adult and Community Education	0.5	0.5	0.0	0.2%
Instructional Support	125.9	131.6	5.7	4.5%
Instructional Programs	\$2,178.0	\$2,283.4	\$105.4	4.8%
Student Transportation	\$155.2	\$153.4	(\$1.8)	-1.2%
Facilities Management	107.0	108.4	1.4	1.3%
General Support	96.5	101.2	4.7	4.9%
Central Administration	15.0	15.6	0.6	4.2%
Support Programs	\$373.6	\$378.6	\$4.9	1.3%
Total	\$2,551.6	\$2,661.9	\$110.3	4.3%

* Does not add due to rounding

The following chart shows that funding instruction is FCPS' highest priority, and the importance FCPS places on instructional programs is illustrated by the fact that 85.8 percent of the budget is allocated to instructional programs.

85.8 percent of the budget is allocated to instructional programs.

Where it Goes - FY 2017 Approved School Operating Fund Expenditures



Budget at a Glance

The majority of the budget, 89.3 percent, is for employee compensation, reflecting the fact that education is a labor-intensive enterprise.

Expenditures by Category

In addition to reporting and tracking expenditures by program, FCPS budgets, reports and tracks expenditures by category. These categories include salaries, benefits, logistics, and transfers out (or transfers to other funds).

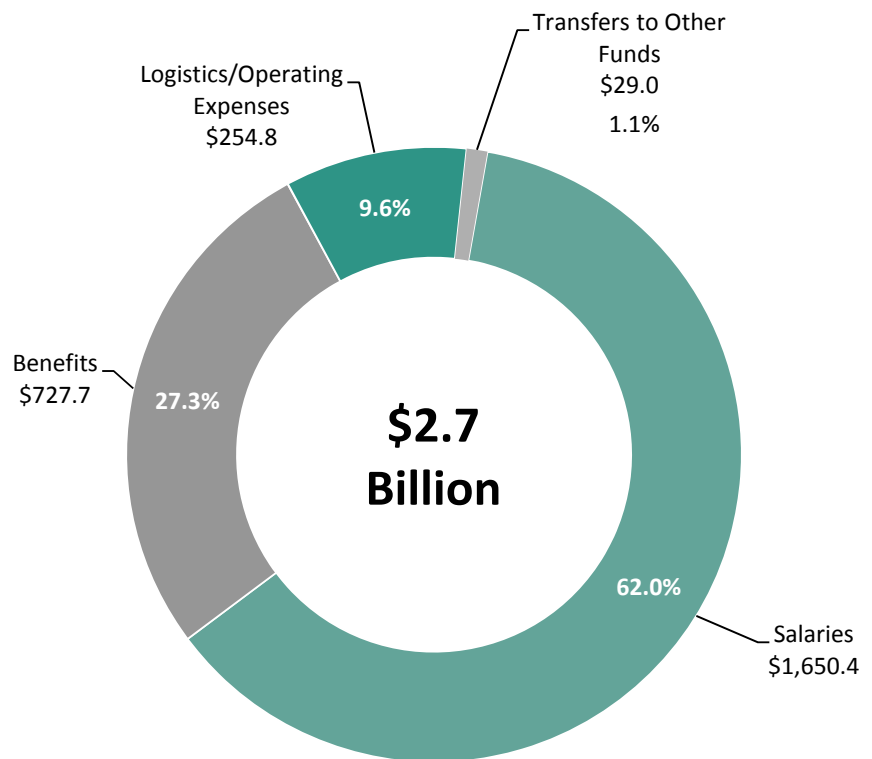
Salaries and benefits together comprise employee compensation. The majority of the budget, 89.3 percent, is for employee compensation, reflecting the fact that education is a labor-intensive enterprise. A total of 23,938.3 School Operating Fund positions are funded in the FY 2017 Approved Budget. Of these positions, 93.3 percent are school-based.

The following chart shows expenditures by category.

Largest Expenditure is Employee Compensation

FY 2017 Approved School Operating Fund

(\$ in millions)



Significant Cost Drivers

Base Salary Increase for All Employees (Step and 1.0 Percent Market Scale Adjustment)

The budget includes \$62.2 million to provide a step increase for eligible employees and a 1.0 percent MSA for all employees.

Teacher Salary Scale Enhancement

In addition to providing a step increase for eligible employees and a 1.0 percent MSA for all employees, \$40.0 million is budgeted as an initial enhancement to improve the teacher salary scale and enable FCPS to attract and retain the highest quality

teachers. Findings from the Compensation Study showed that beginning teacher salaries (years 1 to 4) and ending teacher salaries (years 21 to maximum) are generally competitive among area school systems, but become increasingly non-competitive as employees attain 5 to 20 years of service. Findings indicate that over a 30-year career, an FCPS teacher earns \$142,000 less than the average of surrounding school-districts, and \$293,000 less than a teacher in Arlington County. To begin to close the gap between FCPS teacher salaries and the market average, steps with the greatest gap to the market average were targeted, and adjustments to the salary scales were made to reduce these gaps.

Living Wage Adjustment

The FY 2017 budget includes funding to bring the salary of all contracted employees currently below the living wage to the living wage minimum of \$13.13 per hour. These employees are part of the following groups: custodians, transportation attendants, and food service workers; however, the food service workers will be funded by the Food and Nutrition Services Fund.

Health Insurance

Like other employers nationwide, FCPS is experiencing rising expenses, as health care costs continue to outpace general inflation and the number of claims increases. Calendar year 2016 rate increases for FCPS' medical plans are significant as compared to prior years, and further rate increases are projected for calendar year 2017. Even after FCPS increased co-pays, deductibles, and out-of-pocket maximums, these increases result in additional health costs of \$13.8 million for FY 2017. FCPS continues to offer a choice of three medical plans and two dental plans. FCPS contributes 85 percent of the medical plan cost for employees enrolled in individual plans and 75 percent of the plan cost for employees enrolled in family plans. FCPS contributes 70 percent of the dental plan cost for employees enrolled in a dental plan.

Virginia Retirement System and Fairfax County Employee's Retirement System Rates

The Virginia Retirement System (VRS) employer contribution rate increased from 14.06 percent for FY 2016 to 14.66 percent for FY 2017. The new retirement contribution rate is approximately 90 percent of the actuarially-determined rate. The VRS contribution rate is projected to increase to 100 percent of the actuarially-determined rate on July 1, 2017. The employer contribution rate for the VRS retiree health care credit also increased from 1.06 percent for FY 2016 to 1.11 percent for FY 2017.

The FCERS employer contribution rate increased from 21.99 percent for FY 2016 to 22.91 percent for FY 2017. This rate increase results in an additional expenditure of \$1.6 million. While the majority of FCPS employees participate in VRS/ERFC, tradespersons, custodians, bus drivers, food service workers, and part-time employees participate in FCERS. The FCERS rate is set by the Fairfax County Board of Supervisors.

Elementary Class Size Reduction

To mitigate large class sizes in elementary schools, a new regulation with guidelines for grades K-6 was implemented in FY 2016. The regulation provides standard configurations, including class size caps, for kindergarten and grades 1-6. Funding totaling \$3.4 million, including 27.5 teacher positions and 40.0 instructional assistant positions, is added to support the ongoing commitment to alleviate large class sizes in elementary schools implemented in FY 2016. Additionally, funding totaling \$7.4 million, including 98.0 teacher positions, is added to help eliminate class size of 30 and above in elementary schools, wherever classroom space is available. This amount is included in the staffing reserve and increases the number of budgeted positions to 438.5 for FY 2017.

Additional funding was allocated to support the ongoing commitment to alleviate large class sizes in elementary schools.

Budget at a Glance

The net increase in the School Operating Fund totals \$110.3 million, or 4.3 percent.

Expenditure adjustments included in the FY 2017 Approved Budget total \$142.8 million and 69.5 positions. These costs are offset by expenditure reductions totaling \$32.5 million.

School Operating Fund Expenditure Adjustments

The net increase in the School Operating Fund for the FY 2017 Approved Budget is \$110.3 million, or 4.3 percent, from the FY 2016 Approved Budget. Expenditure adjustments total \$142.8 million and 69.5 positions. The FY 2017 Approved Budget increase includes funding to address large class sizes in elementary schools and to eliminate elementary class sizes of 30 and above, where classroom space is available. The budget also includes funding to provide a step increase for eligible employees and a 1.0 percent market scale adjustment (MSA) for all employees, and an initial investment to enhance the teacher salary scale. Other significant items in the FY 2017 Approved Budget include retirement rate increases, health insurance increases, and funding to bring the salary of all contracted employees currently below living wage to the living wage minimum. These are offset by expenditure reductions totaling \$32.5 million.

A chart and descriptions for each of the expenditure adjustments begin on [page 54](#).

FY 2017 Approved Budget Expenditure Adjustments Changes from the FY 2016 Approved Budget *		
	\$ in Millions	Positions
FY 2016 Approved Budget	\$2,551.6	23,868.8
Enrollment and Student Demographics		
Enrollment & Student Demographics	(\$6.7)	(96.1)
Elementary Class Size Reduction	10.8	165.5
Compensation		
Base Salary Increase for All Employees (Step and 1% MSA)	62.2	0.0
Teacher Salary Scale Enhancement	40.0	0.0
Living Wage Adjustment	0.3	0.0
Health Insurance	13.8	0.0
Virginia Retirement System State Life Insurance Rate	1.2	0.0
Virginia Retirement System Retirement Rates	11.9	0.0
Fairfax County Employees' Retirement System (FCERS) Rate	1.6	0.0
Program Operations and Infrastructure		
Contractual Services	4.0	0.0
School Bus Replacement	2.2	0.0
Utilities	1.0	0.0
Transfer to Grants & Self-Supporting Programs Fund	0.5	0.0
Total Expenditure Adjustments	\$142.8	69.5
Budget Reductions		
Compensation Base Savings	(\$19.1)	(0.0)
One-Time Staffing & Transportation Radio Reserve	(8.2)	(0.0)
Substitute Rates	(2.3)	(0.0)
Fuel	(2.0)	(0.0)
Central Department Operating Account Reductions	(0.5)	(0.0)
Transfers to School Construction and County & School Debt Funds	(0.4)	(0.0)
Total Budget Reductions	(\$32.5)	(0.0)
FY 2017 Approved Budget	\$2,661.9	23,938.3

*Does not add due to rounding

Changes in FCPS Positions

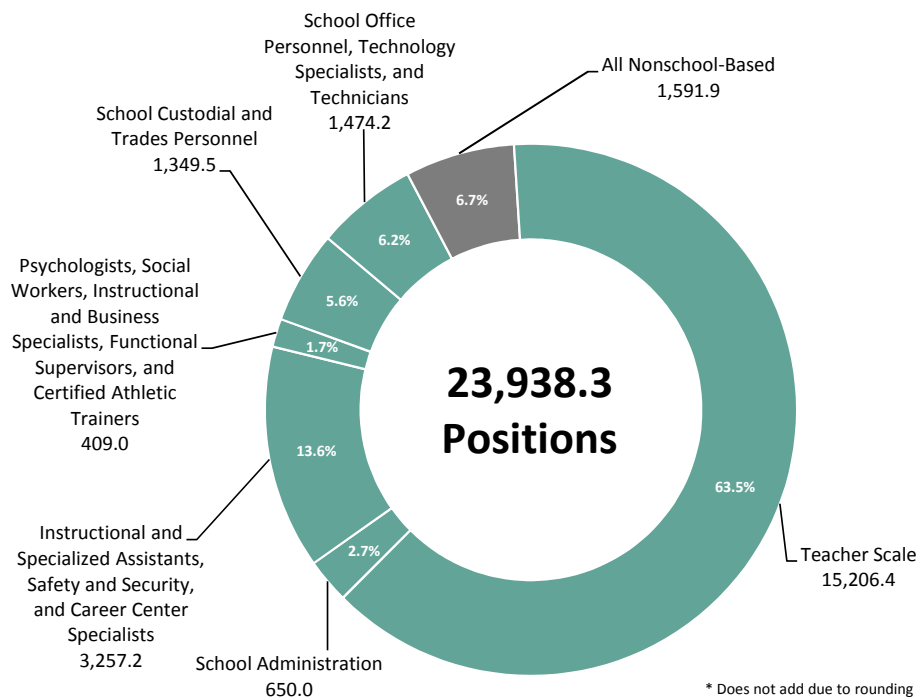
Since FY 2012, nonschool-based positions have decreased by a net of 1.2 percent, or 18.6 FTE positions, while school-based positions have increased by a net of 5.6 percent or 1,176.7 FTE positions. The decrease in nonschool-based positions is due to budget reductions offset by an increase of positions for such programs as preventive maintenance, custodial central oversight, and transportation operations. Between FY 2010 and FY 2011, there was a permanent reduction of 99.5 nonschool-based positions; therefore, comparisons to FY 2012 do not show as substantial a reduction as prior year comparisons. School-based positions were reduced, but the cuts have been offset by positions added primarily due to rising student enrollment and changes in student demographics as well as increases to the staffing reserve to address large class sizes. This emphasizes FCPS' continued commitment to dedicating resources to the classroom.

More than 93 percent of all positions are school-based. School-based positions work in elementary schools, middle schools, high schools, special education centers, and in programs for students in other locations, such as alternative learning centers.

FY 2012 to FY 2017 Position Change*						
Description	FY 2012 Actual		FY 2017 Approved		Change FY 2012 to 2017	
	Amount	Percent	Amount	Percent	Amount	Percent
School-Based	21,169.6	92.9%	22,346.3	93.3%	1,176.7	5.6%
Nonschool-Based	1,610.5	7.1%	1,591.9	6.7%	(18.6)	-1.2%
Total	22,780.1	100.0%	23,938.3	100.0%	1,158.1	5.1%

* Does not add due to rounding

Majority of Employees are School-Based *



Budget at a Glance

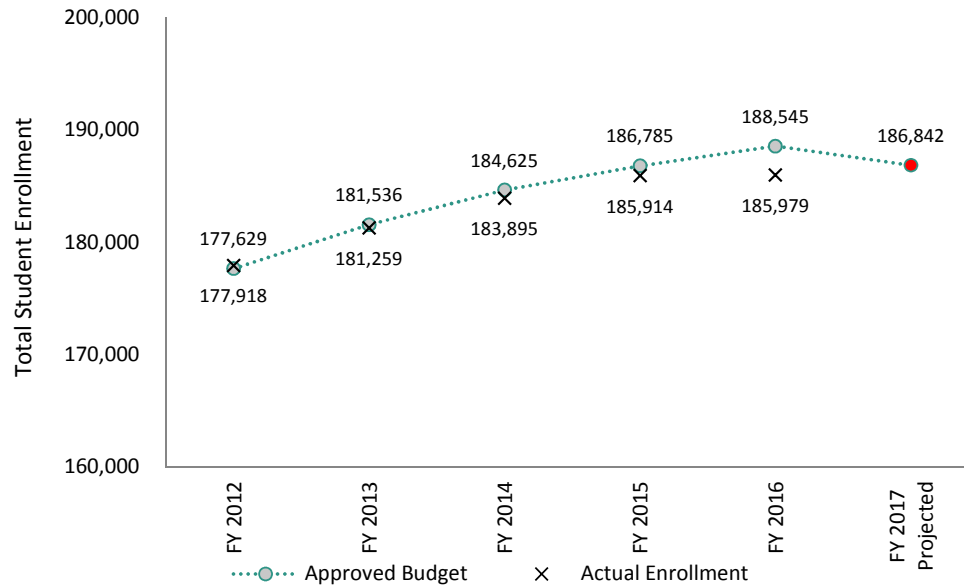
Number of Students by Grade	
Kindergarten	12,370
Grade 1	12,809
Grade 2	13,106
Grade 3	13,689
Grade 4	13,363
Grade 5	13,046
Grade 6	12,788
Grade 7	12,359
Grade 8	12,310
Grade 9	13,074
Grade 10	12,691
Grade 11	13,237
Grade 12	12,232
Subtotal	167,074
Special Ed Level 2 and Preschool	16,231
FECEP	1,727
Alternative	1,810
CIP Planning Total	186,842
Students served at Fairfax Adult HS or outside FCPS	939
Total	187,781

FCPS students come from all over the world and speak nearly 200 languages.

The FY 2017 Fairfax County Public Schools' projected enrollment is 186,842 students. This represents a decrease of 1,703 students from the FY 2016 Approved Budget.

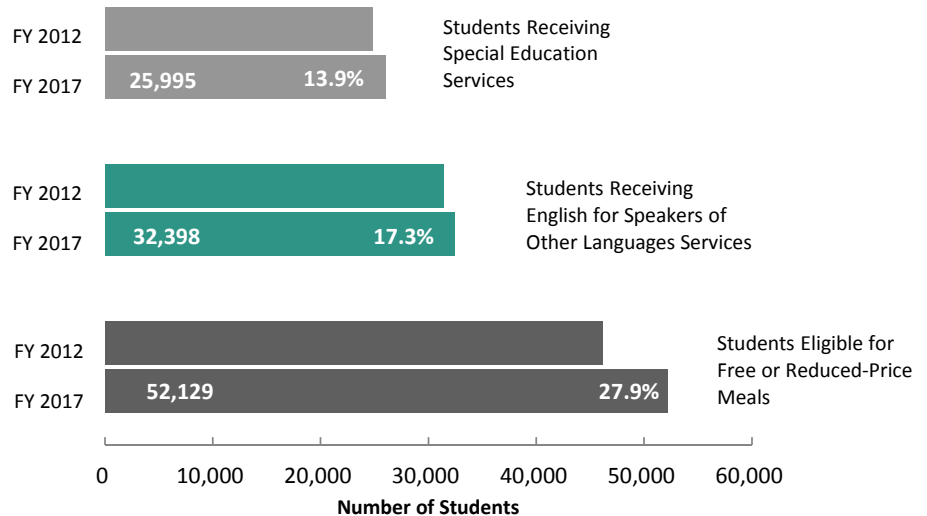
FCPS is the Largest Virginia School Division

Projected and actual enrollment from FY 2012 to FY 2017



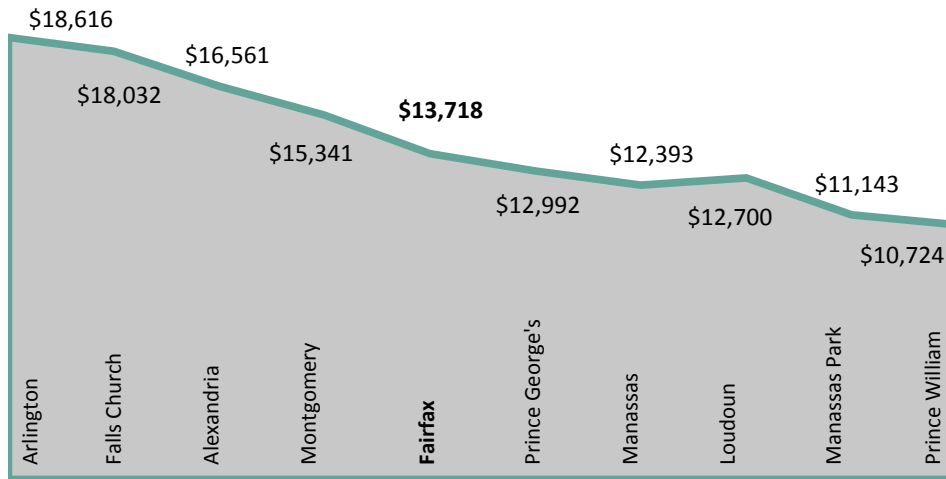
FCPS is Diverse

Percentage of Total Enrollment



FCPS Cost Per Pupil Ranks in the Middle

FY 2016 WABE Comparison to Other School Divisions ¹

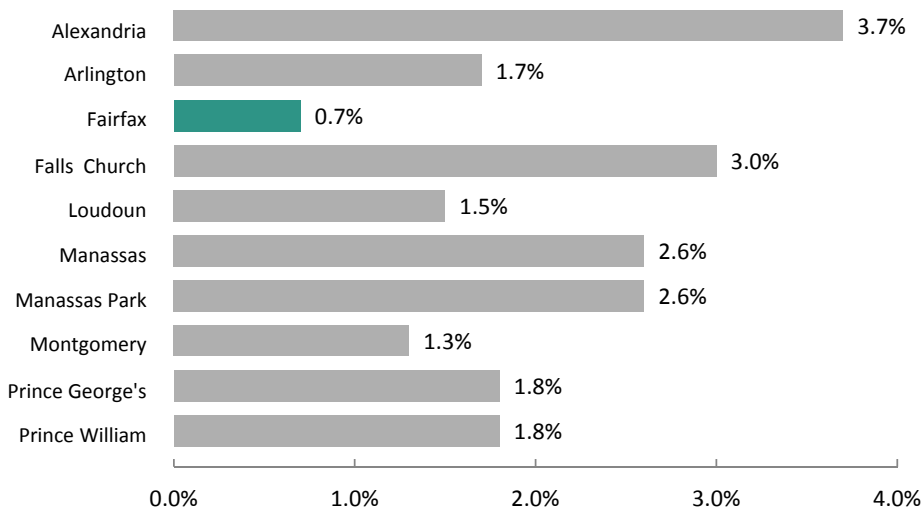


¹ Source: FY 2016 Washington Area Boards of Education (WABE) Guide

Efficiency is seen by comparing FCPS with neighboring school systems; effectiveness is demonstrated by high student achievement.

FCPS has the Lowest Ratio of Management

Percentage of Leadership Team and Management to Total Positions ¹



¹ Source: FY 2016 Washington Area Boards of Education (WABE) Guide

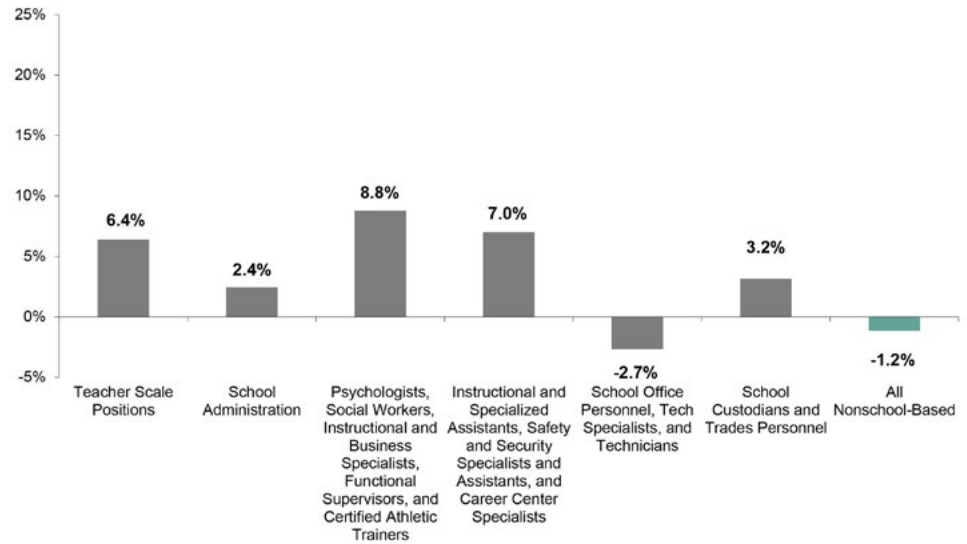
Budget at a Glance

Budget reductions have focused on protecting the classroom.

Reductions to nonschool-based support have resulted in a low ratio of nonschool-based positions to students.

FCPS Focuses Resources at the Schools

Percent Change FY 2012 Actual to FY 2017 Approved School Operating Fund Positions



FCPS Nonschool-Based Positions per Student has Declined

Significant reductions have been made in nonschool-based positions



Positions are updated to reflect actual numbers for all fiscal years except FY 2017 (Approved).

Budget at a Glance

School Division	Average Class Size					
	Students per Classroom Teacher ¹			Students per Teacher-Scale Position ²		
	Elementary	Middle / Intermediate	Secondary / High	Elementary	Middle / Intermediate	Secondary / High
Alexandria City	16.5	22.5	26.0	8.7	12.5	13.5
Arlington County	19.6	20.1	19.6	9.3	15.8	16.6
Fairfax County *	22.3	24.6	25.8	14.6	20.3	21.2
Falls Church City	22.7	24.2	19.9	13.3	17.0	13.8
Loudoun County	23.0	22.3	24.8	13.9	21.3	24.0
Manassas City	21.7	23.9	26.1	10.5	14.0	15.1
Manassas Park City	18.0	26.1	26.8	11.8	18.7	20.3
Montgomery County	19.6	26.1	27.8	14.1	22.2	24.3
Prince George's County ³	n/a	n/a	n/a	n/a	n/a	n/a
Prince William County	22.7	29.6	30.3	17.3	22.0	23.6

Note: Chart excludes teachers and students in pre-K, kindergarten, alternative schools, and self-contained special education.

¹ Classroom teachers are positions used to determine class size.

² Students per teacher-scale positions include classroom teachers and other teachers such as ESOL/ESL, librarians, reading, coaches, mentors, music, art, physical education, etc.

³ Due to the implementation of Student Based Budgeting (SBB), student-classroom teacher ratios are not instituted. SBB gives Principals the autonomy to allocate staff based on the students enrolled and the specific needs of those students.

⁴ Source: FY 2016 Washington Area Boards of Education (WABE) Guide.

* Does not reflect additional funding to alleviate large class size in the elementary schools.

FCPS has large elementary class sizes compared to surrounding school systems. In FY 2017, funding was included to help alleviate large elementary class sizes.

FCPS experiences high pupil to teacher ratios across all grade levels.

School Division	Pupil Teacher Ratio				
	Kindergarten	Elementary		Middle / Intermediate	Secondary / High
Alexandria City ¹	22.0	Grades 1-2	24.0	n/a	n/a
		Grades 3-5	26.0		
Arlington County	23.0	Grade 1	20.0	23.4	25.4
		Grades 2-3	22.0		
		Grades 4-5	23.0		
Fairfax County ²	26.8		26.8	27.4	30.5
Falls Church City	22.0		22.0	24.0	24.0
Loudoun County ³	23.0		23.0	23.6	26.9
Manassas City	23.0	Grades 1-3	23.0	28.0	28.0
		Grades 4	28.0		
Manassas Park City	19.0	Grades 1-3	19.0	24.0	24.0
		Grades 4-5	24.0		
Montgomery County	19.0		22.0	25.4	25.7
Prince George's County ⁴	n/a		n/a	n/a	n/a
Prince William County	24.0	Grades 1-3	24.0	21.0	21.3
		Grades 4-5	25.0		

¹ Alexandria City does not allocate positions based on staffing ratios for middle and high school classrooms.

² Fairfax County staffing ratios also take into account the number of students eligible for free and reduced priced meals and ESOL services. For a complete listing of staffing formulas, see the appendix of the FY 2016 Approved Budget.

³ Half-Day Kindergarten student to teacher ratio is 23:1; Full-Day Kindergarten is 25:1

⁴ Due to the implementation of Student Based Budgeting (SBB), student: classroom teacher ratios are not instituted. SBB gives Principals the autonomy to allocate staff based on the students enrolled and the specific needs of those students.

⁵ Source: FY 2016 Washington Area Boards of Education (WABE) Guide.

Budget at a Glance

Community Investment in Education

The community's investment in education continues to show high dividends as it strengthens the fabric of the community. FCPS is efficient and effective with its resources, but faces numerous challenges to meet and exceed the expectations of all stakeholders. We encourage you to get involved in the budget development process.

Citizen Resources and Participation

- Citizens are encouraged to monitor budget developments by watching School Board meetings on Red Apple 21
- Attend School Board meetings, [watch meetings streamed via FCPS' website](#), or view archived videos of past meetings
- [To speak at a School Board meeting](#), go online or call 571-423-1075
- [To speak at a Board of Supervisors public hearing](#), go online or call 703-324-3151
- Employees and stakeholders are encouraged to submit comments and suggestions on how FCPS can improve programs at TIPS@FCPS.edu or by calling 571-423-3597

FY 2017 Budget Calendar

June - November, 2015	Superintendent convened Budget Task Force for FY 2017 Budget
June - December	FCPS conducted internal program reviews and gathered community and employee feedback
June - December	School Board conducted budget work sessions
September 9	Newly developed Online Budget Proposal Tool launched to obtain community input
November 9	Budget Task Force Report released
January 7, 2016	Superintendent released FY 2017 Proposed Budget
January 11	School Board conducted budget work session
January 25-28	School Board held public hearings on budget
February 1	School Board conducted budget work session
February 4	School Board adopted FY 2017 Advertised Budget
February 16	Fairfax County Executive released FY 2017 Advertised Budget Plan
February 25	School Board conducted budget work session
March 1	County Board of Supervisors (BOS) advertised tax rate
March 14	School Board conducted budget work session
March 31	School Board conducted budget work session
April 5	School Board presented budget to County BOS
April 5-7	County BOS held public hearings on budget
April 15, 19	County BOS FY 2017 Budget marked-up - determined budget package and tax rate
April 26	County BOS approved the FY 2017 Adopted County Budget, tax rate resolution, and transfer amount to schools
May 2	School Board conducted budget work session
May 12	School Board FY 2017 Approved Budget presented for new business
May 17	School Board held public hearings on budget
May 19	School Board conducted budget work session
May 26	School Board adopted FY 2017 Approved Budget
July 1	FY 2017 began

Additional Resources

The [FCPS website](#) provides detailed information about our schools, students, programs, and operations.

The website provides [budget documents](#), including links to historical documents.

[Transparency](#) provides information for residents about financial and program activities and accountability.

Information provided in [response to questions from the School Board](#) regarding budget topics.

[School Board meeting calendar](#)

[School Board Strategic Plan](#)

[Capital Improvement Plan](#)

Comparative information for FCPS and surrounding school systems, in the [Washington Area Boards of Education \(WABE\) Guide](#)

The [Budget Proposal Tool](#) is an online way for stakeholders to provide recommendations to address the projected FY 2017 deficit.

[Budget video and other resources](#) are available online to provide for extensive community engagement for the FY 2017 Budget.

For other information, contact fcpsinfo@fcps.edu.

Fairfax County School Board

The Fairfax County School Board is charged by the statutes of Virginia and the regulations of the Virginia Board of Education with providing and operating the public schools of Fairfax County. It is the function of the Board to set general school policy and, within the framework of State Board regulations, to establish guidelines and rules that will ensure the proper administration of the county school program. Residents are encouraged to attend School Board meetings and public hearings.

The twelve School Board members are elected for four-year terms; one member represents each of the county's nine magisterial districts, and three members serve at large. Beginning January 1, 2016, School Board Members are paid a salary of \$32,000, with an additional \$2,000 for the chairman. The term for existing members expires December 31, 2019.

A student representative, selected for a one-year term by the Student Advisory Council, sits with the Board at all public meetings and participates in discussions, but does not vote.

Sandy Evans, Chairman, Mason District

Parent advocate, community leader, and former reporter and staff writer for The Washington Post. B.S. in Journalism, University of Maryland-College Park. Former chairman of the School Board's School Health Advisory Committee; served on the School Board's Transportation Task Force; steering committee member, Northern Virginia Healthy Kids Coalition; founding member, Fairfax Education Coalition; co-founder, Start Later for Excellence in Education Proposal (SLEEP); former legislation committee chairman, Fairfax County Council of PTAs; former PTA president, Sleepy Hollow Elementary School. Mother of two daughters. Board service March 2010 to present. Current Board vice chairman as of July 2015.

Jane Strauss, Vice Chairman, Dranesville District

Active in education for over 30 years. Former elementary and preschool teacher. M.A.T. from Harvard Graduate School of Education and B.A. in history from George Washington University. Past president of the Franklin Sherman PTA and the Fairfax County Council of PTAs and past chair of the council's education and budget committees. Served on numerous education and youth affairs committees including the FCPS Career and Technical Preparation Task Force, the Division Planning Committee, the Citizens Bond Committee, and the Fairfax Framework for Student Success. Mother of four FCPS graduates. Board service June 1991 to 1993, 1996 to present. Board vice chairman 2000 and Board chairman 2001 and 2011.

Get Involved

Residents of the county are invited and encouraged to attend public meetings of the School Board, watch them on cable Channel 21, or follow them streamed live on the FCPS website. To speak before the School Board, call 571-423-1075 or visit <http://www.fcps.edu/schlbdl/meetings/requestspeak.shtml>.



School Board



**Karen Corbett Sanders,
Mount Vernon District**

Karen believes that Fairfax County must provide a world class education to each of its students no matter where they live. Our community has a rich history of developing leaders including George Washington and George Mason. We owe it to that history to ensure Mount Vernon Students have a world class education in our community schools. I am committed to working full time to ensure each of our schools is a center of academic excellence. Born and raised in Fairfax County, Karen is a retired international business executive, a community advocate for healthcare and education issues, past PTA president and Odyssey of the Mind Coach. She has served on Boards of Directors and operating committees for international telecommunications companies and locally on the Quality Board of Inova Children's Hospital and Odyssey of the Mind. Karen has a BA from the University of Notre Dame and a Masters from Boston University. She serves on the parent advisory board of Creighton University.



**Tamara Derenak Kaufax,
Lee District**

Owner of Altamat Marketing Solutions. B.A. in Political Science and Business, Penn State University. A long-time advocate for children's causes and education issues with 20 years of experience as a marketing professional and small business owner. Former Chair of Fairfax County Childcare Advisory Council; former member of the Superintendent's Business and Community Advisory Council; the School Board's Advanced Academic Programs Advisory Committee; Parent Linkage Committee; Fairfax Citizens for Better Schools; Lee District Budget Advisory Council; PTA Vice President, Springfield Estates Elementary School; PTA Cultural Arts chair Springfield Estates and Bush Hill Elementary Schools; Board Member and Chair AGC Pre-School; Wish Granter for Make-a-Wish Foundation. Mother of one current FCPS student and one FCPS graduate. Board service January 2012 to present. Board vice chairman 2013. Board chairman 2014.



**Jeanette Hough,
Member at Large**

Physical Therapist at INOVA Fairfax Hospital. Masters of Physical Therapy, University of North Carolina, Chapel Hill; B.A. in Economics, University of Virginia. While studying at UVA, volunteered at the Kluge Children's Rehabilitation Center as a recreational therapist for children with autism. Parent advocate and community leader committed to engaging and representing all community members in their school system's education issues. Proud FCPS graduate of Oakton High School and mother of three current FCPS elementary students. Active volunteer in their school and in the Alexandria Presbyterian Church.

Pat Hynes **Hunter Mill District**

Teacher, lawyer and community organizer. J.D. from Vanderbilt University; B.A. in Economics from the University of Virginia. FCPS elementary teacher, 2002-2011. Former member of the Superintendent's Business and Community Advisory Committee; founding member of the Vienna Teen Center Foundation; former PTA president, Louise Archer Elementary School; former president of the Malcolm-Windover Heights Civic Association and F.B. Meekins Cooperative Preschool. Former associate, Simpson, Thacher and Bartlett, New York, New York. FCPS graduate and mother of two FCPS graduates. Board service January 2012 to present. Board vice chairman 2012. Current Board chairman as of July 2015.



Ryan McElveen, **Member At Large**

Assistant Director of The Brookings Institution John L. Thornton China Center. Master's of International Affairs, Human Rights, Columbia University; B.A., Anthropology and East Asian Studies, The University of Virginia. Student advocate, advocate of curriculum internationalization and academic freedom, and experienced manager of educational institutions abroad. Speaks Mandarin Chinese (including Sichuan dialect), Spanish and conversational Korean. FCPS graduate (president, Marshall High School Class of 2004). Board service January 2012 to present.



Megan McLaughlin, **Braddock District**

Community leader and education advocate. B.A. from University of Pennsylvania, M.S.W. from University of Maryland at Baltimore. Former President and Co-founder of FAIRGRADE; Chairman and Co-Founder of Fairfax Education Coalition; Little Run Elementary School PTA President; Fairfax Zero Tolerance Reform (FZTR) advisor; Restore Honors Courses leadership; 2003 Braddock District School Bond Representative; Rutherford Swim Team Representative and Pool Board member. Former Georgetown University Undergraduate Admissions Officer; Fairfax County Juvenile and Domestic Relations Court family counselor; Easter Seals of New Castle, Delaware. Mother of three FCPS students. Board service January 2012 to present.



School Board



Ilryong Moon, Member at Large

Partner with the law firm of Moon, Park and Associates. J.D. from the Marshall-Wythe School of Law, College of William and Mary, and B.A. in East Asian Studies (China Focus) from Harvard University. Member of the Annandale Rotary Club. Treasurer of American Youth Philharmonic Orchestras. Former Fairfax County Planning Commissioner, former member, Governor's Urban Policy Task Force, and former member of Virginia Advisory Committee of the U. S. Civil Rights Commission. Former member, Fairfax-Falls Church Regional Council, United Way, and former member, Community Service Fund, Fairfax-Falls Church Region, United Way. Former ESL student and father of two FCPS graduates. Enjoys teaching Sunday school in church. Board service July 1995 to 1999, January 2004 to present. Board vice chairman 2005 and 2011. Board chairman 2006, 2012, and 2013.



Dalia Palchik, Providence District

World language teacher and community development professional. Ms. Palchik has taught Spanish, English, and French to students from Kindergarten to post-college, worked as a communications and media director in international development, and served as a community health educator and medical interpreter.

Born in Argentina, Ms. Palchik and her family moved to Virginia when she was six years old. She enrolled in ESOL classes in Fairfax County Public Schools, where she attended Mantua E.S., Frost M.S. and Thomas Jefferson High School for Science and Technology. Ms. Palchik has a B.A. in Anthropology and French from Tufts University and is currently pursuing her M.Ed. in World Language Instruction.

Ms. Palchik's priorities include community partnerships, 21st century learning, and a whole-child approach to education. She speaks Spanish and French fluently and is conversational in Italian.



Elizabeth Schultz, Springfield District

Leading community and taxpayer advocate. B.S. Political Science and History, James Madison University. Former Executive Board member on the Fairfax Education Coalition and Founding President of the Republican Women of Clifton. Former Senior Manager of Contracts and Negotiation professional in the federal, nonprofit and private sectors for EG&G - US Customs, Bureau of Alcohol, Tobacco and Firearms (ATF), Drug Enforcement Agency (DEA), Federal Bureau of Investigations (FBI) and US Secret Service - the Academy for Educational Development (USAID), SAIC, Software AG and Orbital Systems (ORBCOMM) in the areas of asset management, information technology and global education, entrepreneur and small business owner/consultant, and Southwestern Youth Association (SYA) Executive Board for Lacrosse. Mother of four sons, three of whom are currently FCPS students. Board service January 2012 to present.

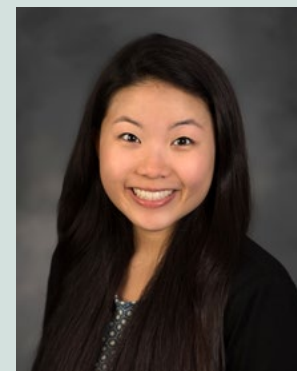
Thomas Wilson, Sully District

Tom Wilson was elected to the Fairfax County School Board in 2015. He is a graduate of Lake Braddock High School, Cornell University, and the Northwestern School of Law. After college, Tom served in the U.S. Army during the Gulf War. He has been living in Fairfax County with his family for more than two decades. Tom is a father of four children who have attended or who are attending Fairfax County Public Schools. He has attended ten consecutive back to school nights for his children at Oakton High School, and he looks forward to attending 5 more in the years to come. After many years practicing law in large law firms, Tom opened his own firm in 2008. He continues to operate his solo law practice, specializing in corporate real estate transactions. He is an active member of his parish, St. John Neumann, where he has taught religious education classes to middle school students. Tom has also been involved in providing pro bono legal services in many capacities over the years, including helping parents of children with special needs.



Laura Chu, Student Representative

Laura Chu, a senior at Thomas Jefferson High School for Science and Technology, serves as the 46th student representative to the Fairfax County School Board. Laura believes that helping all FCPS students reach the goals outlined in the *Portrait of a Graduate* is vital. "I believe that individual, smaller tasks, such as equity of access to programs and benefits, effective grading policies, and workload policies must first be addressed." Laura previously served as Hugh O'Brian Youth Leadership Virginia ambassador, and participated in the 10th Congressional District Young Women's Leadership Program.



School Board



Karen Garza, Superintendent of Schools

A veteran educator, Dr. Garza comes to FCPS from Lubbock, TX, where she served as Superintendent of Lubbock Independent School District (LISD) from 2009 to 2013. Under her leadership, the district experienced significant gains in student achievement and reduced the achievement gap in science, math, and social studies. She was also able to implement a strategic plan that increased graduation/completion rates. A self-described collaborative leader, Dr. Garza designed a framework at LISD to engage students, educators, and the community in empowering people, improving educational practices, and achieving performance excellence.

Previously, she served as Chief Academic Officer for the Houston Independent School District (HISD), where she was responsible for the learning of more than 200,000 students and the management and success of more than 300 schools. She is credited with developing an educational improvement model that brought HISD from one of the lowest academically performing school districts in the state to one of the highest. Dr. Garza began her career as an elementary school teacher and considers herself a lifelong learner. She has served in a number of leadership roles throughout her career, including deputy superintendent, principal, curriculum supervisor, and education specialist.

During her tenure as the Associate Executive Director for Governmental Relations for the Texas Association of School Administrators, Dr. Garza used her knowledge of school districts to represent school administrators during state legislative discussions. Dr. Garza holds a doctorate in educational administration from the University of Texas at Austin. She received her bachelor's and master's degrees from the University of Houston at Victoria.

Dr. Garza and her husband, Louis, have four grown children.

Strategic Plan

The long-term Strategic Plan, *Ignite*, provides a framework for decision making that builds upon a common mission, vision, and guiding principles held by the community. A broad spectrum of data was utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Strategic Planning process included extensive outreach with stakeholders invited to participate in both focus groups and surveys. Community member, parent, employee, and student input provided the basis for the plans' development. The Strategic Plan is the result of sound research and represents the shared values and priorities of the Division's stakeholders.



The four goals of *Ignite*, Fairfax County Public Schools' Strategic Plan, define the role of all staff in living the commitment to our students and community:

Student Success, Caring Culture, Premier Workforce, and Resource Stewardship.

These goals, along with our process of overarching strategies, desired outcomes, actions, and metrics, provide a framework for our Strategic Plan and embody our mission, vision, and guiding principles.

1. Overarching Strategies

articulate varied aspects of the goals. These strategies are the drivers that will guide the work of FCPS staff.

3. Actions are the work FCPS staff members will do to reach our outcomes. These are the building blocks that underpin our outcomes.



2. Desired Outcomes

are the tangible end products that FCPS will deliver when an overarching strategy is realized. They will highlight the work of FCPS staff.

4. Metrics

are what FCPS will use to measure our progress. They are indicators of the success for each goal.

The Strategic Plan provides a framework for decision making that builds upon a common mission, vision, and guiding principles held by the community.

School Board Strategic Plan

A successful education system develops students who are effective communicators; collaborators; creative critical thinkers; global and ethical citizens; and goal-directed, resilient learners.

Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead healthy, ethical lives, and be responsible and innovative global citizens.

Beliefs

- Each student is entitled to an excellent education that meets his or her individual needs.
- Dynamic and supportive partnerships among students, parents, educators, and the community are critical to meet student needs and provide enriching experiences.
- Effective educators are essential to student success.
- Families play a fundamental role in their children's education.
- High expectations inspire high performance.
- Everyone thrives in a vibrant, healthful, safe, enriching, and respectful environment.
- Our diversity is a strength that creates resilient, open and innovative global citizens.
- Quality early childhood education is crucial to school readiness and future success.
- Literacy is an essential life skill.
- A well-rounded education enables students to lead productive, fulfilling, creative and culturally rich lives.
- An educated citizenry enhances everyone's quality of life, improves our economy, and sustains our system of self-governance.
- A successful education system develops students who are effective communicators; collaborators; creative critical thinkers; global and ethical citizens; and goal-directed, resilient learners.

Mission

Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead healthy, ethical lives, and be responsible and innovative global citizens.

Vision

Looking to the Future

FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits.



School Board Strategic Plan



PORTRAIT OF A GRADUATE



Portrait of a Graduate

FCPS' *Portrait of a Graduate* outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS.



The FCPS Portrait of a Graduate identifies a framework of skills and knowledge students need to be prepared for the future.

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

Communicator

- Applies effective reading skills to acquire knowledge and broaden perspectives
- Employs active listening strategies to advance understanding
- Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners
- Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts
- Uses technological skills and contemporary digital tools to explore and exchange ideas

Collaborator

- Respects divergent thinking to engage others in thoughtful discussion
- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals
- Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints
- Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks

Ethical and Global Citizen

- Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues
- Contributes to solutions that benefit the broader community
- Communicates effectively in multiple languages to make meaningful connections
- Promotes environmental stewardship
- Understands the foundations of our country and values our rights, privileges and responsibilities
- Demonstrates empathy, compassion, and respect for others
- Acts responsibly and ethically to build trust and lead

Creative and Critical Thinker

- Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes
- Uses information in novel and creative ways to strengthen comprehension and deepen awareness
- Demonstrates divergent and ingenious thought to enhance the design/build process
- Expresses thought, ideas, and emotions meaningfully through the arts
- Evaluates ideas and information sources for validity, relevance, and impact
- Reasons through and weighs evidence to reach conclusions

Goal-Directed and Resilient Individual

- Engages in healthy and positive practices and relationships to promote overall physical and mental well-being
- Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Uses time and financial resources wisely to set goals, complete tasks, and manage projects
- Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning.

The Portrait of a Graduate is the center of the FCPS long-range Strategic Plan, Ignite.

Budget Process



Budget Process Framework

The School Board’s Strategic Plan includes beliefs, vision, and mission statements for all FCPS’ planning activities. The Strategic Plan provides a framework for both the school system’s operation and the budget. At the center of the Strategic Plan is the *Portrait of a Graduate*, which encompasses what the community believes is important for graduates to know and be able to do when they leave FCPS.

Facing the potential for a significant budget deficit in FY 2017, Fairfax County Public Schools (FCPS) proactively took steps to examine the options available to the school system for the development of the FY 2017 budget. The Superintendent formed the Budget Task Force in June 2015, and provided online applications to engage the community and elicit input. This unprecedented level of engaging stakeholders in the budget development process was necessary due to projected expenditures for FY 2017 exceeding preliminary revenue estimates combined with the significant budget reductions FCPS has taken since FY 2008 that total nearly half a billion dollars.

The Budget Task Force included 36 community members nominated by various stakeholders (by School Board members, the County Board of Supervisors, community groups, and FCPS employees). The group met over the summer and through the fall of 2015 to provide input to the Superintendent with two scenarios of budget reductions: \$50 million and \$75 million. The Budget Task Force recommendations were released on November 9, 2015, in the [Budget Task Force Report](#). The reductions suggested by the Budget Task Force provided a road map of potential reductions for FY 2017 or future years.

Community feedback for the FY 2017 budget was obtained via [UserVoice](#) (an online tool for School Board, employee, parent, student, and community input); the online Budget Proposal Tool (an interactive tool used to develop and submit proposals to address a projected \$50 million and a \$75 million deficit); and community outreach meetings. The Budget Task Force considered feedback from these tools as it formulated its recommendations.

Budget Calendar

The following calendar of events more fully explains activities that contribute to the budget development and approval process:

Ongoing

- The School Board monitors school system performance to ensure that reasonable progress is made toward meeting student achievement goals and to ensure that operational expectations are being met.

July through August

- The Superintendent solicits input on budget priorities from community groups and employees.

September and October

- The School Board receives a five-year fiscal forecast, framing the underlying assumptions on expected costs, revenue, position turnover, inflation, and enrollment that drive budget development.
- Enrollment projections are updated.
- Departments and region offices submit budget requests.

- The Budget Development Strategy is communicated to the School Board, Leadership Team, employees, and the community.
- The chief operating officer and assistant superintendents make final baseline budget recommendations to the Superintendent.
- The per-pupil staffing budgets are prepared so that the calculations can be completed to determine the costs of operating the schools.
- Community and employee meetings are held throughout the fall to gather input on priorities.

November

- The Superintendent works with the School Board and the Leadership Team to prioritize recommended budget increases and/or reductions.
- The proposed budget is prepared.

December

- The proposed budget is finalized.
- The Governor's budget with state revenue projections is released.
- The Capital Improvement Program (CIP) is presented to the School Board.

January

- The Superintendent releases the FCPS proposed budget.
- The Superintendent meets with community, county, and employee groups to discuss the proposed budget.
- The School Board reviews the proposed budget and the CIP and holds work sessions and public hearings.

February through April

- The School Board adopts the FCPS advertised budget.
- The Superintendent forwards the FCPS advertised budget to the County Executive for funding consideration.
- Staffing and enrollment projections are prepared.
- The County Executive releases the county's advertised budget including a proposed transfer to FCPS.
- The Virginia General Assembly adopts the state budget.
- The School Board presents its budget request to the Board of Supervisors.
- The CIP is presented to the Planning Commission and incorporated into the Fairfax County CIP.
- The county adopts its budget and determines the transfer to FCPS.

May

- The School Board holds public hearings and work sessions and makes final funding decisions based on the most current information.
- The School Board adopts its approved budget.

The [budget development calendar](#) can be found online using the link provided.

The Superintendent meets with community, county, and employee groups to discuss the proposed budget.

Budget Process

Participate In The Budget

- *Watch School Board meetings on Red Apple 21*
- *School Board meetings are also streamed live via FCPS' website:*
<http://www.fcps.edu/schlbld/video/videoarchive.shtml>
- *To speak at a School Board meeting, call 571-423-1075 or visit:*
www.fcps.edu/schlbld/meetings/requestspeak.shtml
- *To speak at a Board of Supervisors public hearing, call 703-324-3151 or visit:* www.fairfaxcounty.gov/bosclerk/speaker_bos.htm
- *Stakeholders are encouraged to submit comments and suggestions on how FCPS can improve programs by sending email to TIPS@fcps.edu or by calling 571-423-3597*

Citizen Involvement in the Budget Process

Throughout the FY 2017 budget development process, there were many opportunities for citizen involvement. The preparation of the budget began in early summer and input continued to be solicited from parents, county residents, community leaders, and FCPS employees through early fall.

Information about the FY 2017 budget was shared throughout the year with the community and feedback was requested using various methods. Numerous budget presentations were made to Parent-Teacher Associations (PTAs), community groups, and employee associations by the School Board and staff. For the third year, FCPS' Superintendent undertook a listening tour that included visiting every FCPS magisterial district with Fairfax County School Board members to hear citizens' concerns, listen to ideas and comments, and respond to questions. Additionally, the Superintendent convened a Budget Task Force to engage the community and elicit input into the review and development of the FY 2017 Budget. The Budget Task Force consisted of representation from across the community, and developed recommendations for two scenarios of budget reductions: \$50 million and \$75 million deficit.

The State of the Schools report is published several times a year to share information about FCPS with parents, employees, students, and the community. Several publications highlighted continuing budget challenges, the budget process timeline, and listening tour dates. In January, the FY 2017 Advertised Budget public hearings were held where speakers signed up to speak to the School Board about the budget. Once the advertised budget was adopted by the School Board, it was presented to the Board of Supervisors (BOS) on April 5, in conjunction with BOS public hearings. After the BOS determined the amount of funding to be transferred to Fairfax County Public Schools, FCPS held additional public hearings. School Board meetings and work sessions were also televised on Red Apple 21 and/or streamed live via the FCPS website.

During all budget cycles, information is continually updated on FCPS' website. Citizens are able to access budget documents, presentations, materials prepared for School Board work sessions, and can even watch School Board meetings live on Red Apple Channel 21. The [Bottom Line e-newsletters](#) are posted throughout the budget process to keep staff and community members apprised of the latest budget developments. Citizens can also listen to audio files made available following the meetings. This year, community members had the additional ability of submitting ideas via an online tool on the FCPS website for consideration to impact funding for designated programs and initiatives.

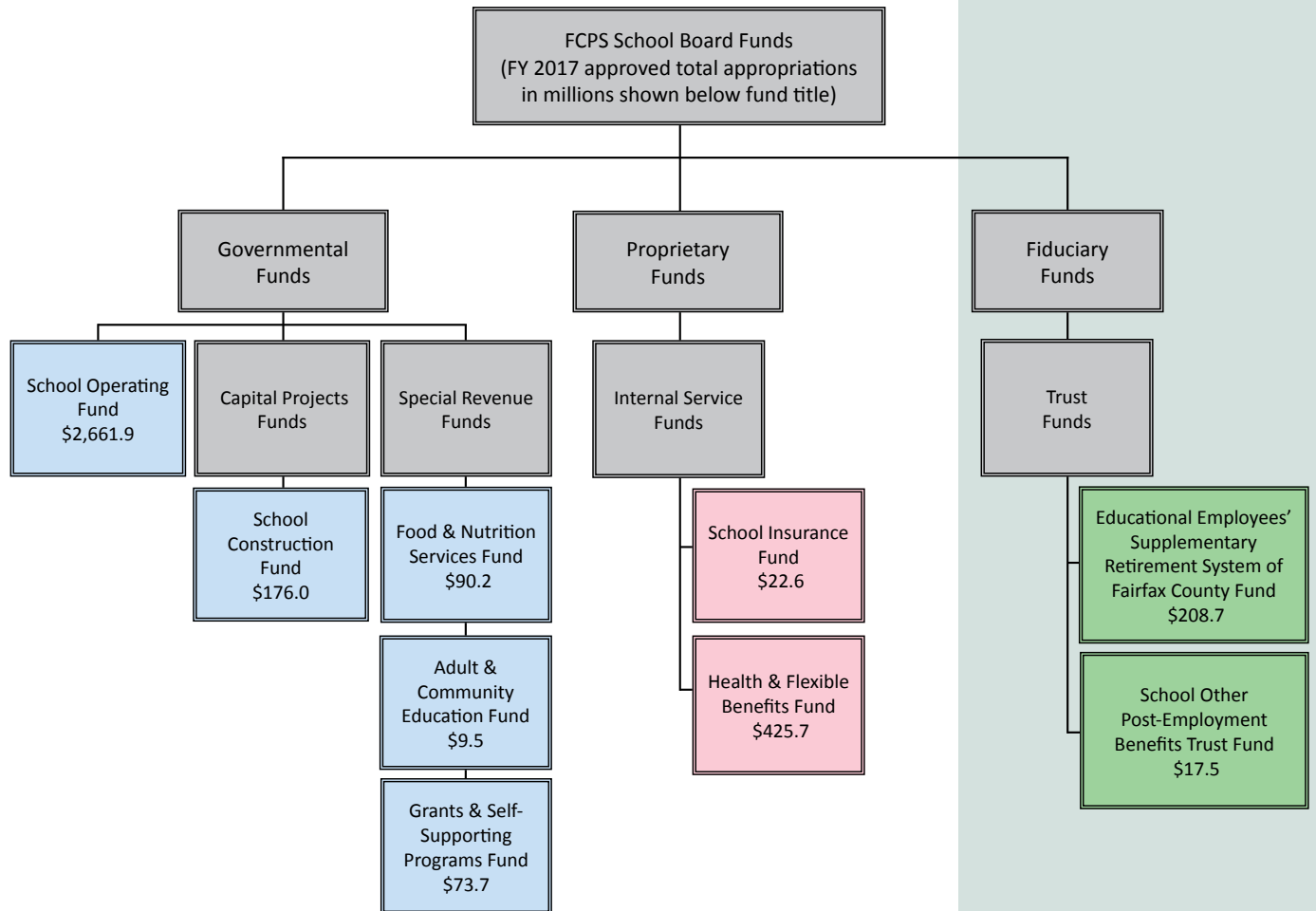
FCPS was named one of 15 first place award winners in the National School Boards Association 2016 Magna Awards competition for its #savefcps program on the FY 2017 Budget that solicited community feedback and sought to provide the public with a voice in the budget process. FCPS was one of five first place winners among school districts with over 20,000 students. The Magna Awards recognize school districts and their leaders that take bold and innovative steps to improve the lives of their students and communities. FCPS strongly encourages citizen participation and facilitates involvement through offering a wide variety of options for engagement. Employees, parents, and citizens are invited to share ideas on ways to improve FCPS.

School Board Funds

The budget for each of FCPS' nine School Board funds is reviewed and amended by the School Board on a quarterly basis. Since FCPS is a component unit of the Fairfax County government, appropriations are authorized by the County Board of Supervisors as part of the County's budget adoption and quarterly budget review process. Fund balances at year end are reappropriated to the subsequent year by the local governing body.

The chart below shows the relationship between each fund within FCPS as a whole and indicates the fund type, as well as the total FY 2017 appropriations.

The School Board controls nine major funds.



School Board Funds

Health and Flexible Benefits Fund provides for the administration of the comprehensive health benefits program.

School Operating Fund

This fund provides for the day-to-day operations and management of the schools and is funded primarily by county and state funds.

School Construction Fund

This fund provides for new facilities and all facility renewals, expansions, building modifications, and capital expenditures. Funds are primarily from the sale of general obligation bonds by the County.

Food and Nutrition Services Fund

This self-supporting fund is used to account for the procurement, preparation, and serving of student breakfasts, snacks, and lunches. The primary revenue sources are receipts from food sales and the federal school lunch program.

Adult and Community Education Fund

This fund is used to account for program activities offered by the Office of Adult and Community Education. These programs include basic skills education, high school completion, English for Speakers of Other Languages, apprenticeship and occupational skills instruction, and various consumer education and special interest courses. The main revenue sources are federal grants and tuition paid by the participants, county agencies, and local businesses.

Grants and Self-Supporting Programs Fund

This fund is used to account for federal, state, nonprofit, and private industry grants that support instructional programs. This fund is also used to account for the summer school program, funded by the School Operating Fund, state revenue, and tuition.

School Insurance Fund

This fund provides for the administration of workers' compensation accounts, the centralization of self-insurance accounts for liability, and the purchase of commercial insurance. The primary revenue source is the School Operating Fund.

School Health and Flexible Benefits Fund

This fund provides for the administration of the comprehensive health benefits program. FCPS self-insures the majority of its health benefits. This fund also provides for payment of eligible health care and dependent care expenses for employees participating in the Flexible Spending Account program. The primary revenue source is employer, employee, and retiree contributions.

Educational Employees' Supplementary Retirement System of Fairfax County Fund (ERFC)

This fund is used to account for assets held for the members and beneficiaries of ERFC, a single-employer defined benefit pension plan. The primary revenue sources are investment income and employee and employer contributions.

School Other Post-Employment Benefits Trust Fund (OPEB)

This fund is used to account for accumulating and investing assets which helps to reduce FCPS' unfunded actuarial accrued liability under GASB 45 and helps to fund the cost of other FCPS post-employment health benefit subsidies for eligible retirees and their surviving spouses. The primary revenue sources are employer contributions and investment income.

School Board Funds

The chart below provides detail for each of the School Board funds.

School Board Funds*							
(\$ in millions)							
Fund	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change Approved to Approved		Change Revised to Approved	
				Amount	Percent	Amount	Percent
School Operating							
Budget	\$ 2,551.6	\$ 2,631.4	\$ 2,661.9	\$ 110.3	4.3%	\$ 30.5	1.2%
Positions	23,868.8	23,827.1	23,938.3	69.4	0.3%	111.2	0.5%
School Construction							
Budget	\$ 163.1	\$ 546.8	\$ 176.0	\$ 12.9	7.9%	\$ (370.8)	-67.8%
Positions	87.3	87.3	87.3	0.0	0.0%	0.0	0.0%
Food and Nutrition Services							
Budget	\$ 88.4	\$ 87.3	\$ 90.2	\$ 1.8	2.0%	\$ 3.0	3.4%
Positions	43.5	43.5	43.5	0.0	0.0%	0.0	0.0%
Adult and Community Education							
Budget	\$ 9.6	\$ 10.1	\$ 9.5	\$ (0.1)	-1.2%	\$ (0.6)	-6.1%
Positions	38.0	38.0	38.0	0.0	0.0%	0.0	0.0%
Grants and Self-Supporting Programs							
Budget	\$ 72.4	\$ 96.4	\$ 73.7	\$ 1.3	1.8%	\$ (22.7)	-23.5%
Positions	515.7	526.7	502.3	(13.4)	-2.6%	(24.4)	-4.6%
Insurance							
Budget	\$ 22.5	\$ 26.8	\$ 22.6	\$ 0.0	0.2%	\$ (4.3)	-15.9%
Positions	9.3	9.3	9.3	0.0	0.0%	0.0	0.0%
Health and Flexible Benefits							
Budget	\$ 391.3	\$ 403.2	\$ 425.7	\$ 34.4	8.8%	\$ 22.5	5.6%
Positions	19.0	19.0	19.0	0.0	0.0%	0.0	0.0%
ERFC (Retirement)							
Budget	\$ 207.9	\$ 198.3	\$ 208.7	\$ 0.8	0.4%	\$ 10.3	5.2%
Positions	30.3	30.3	30.3	0.0	0.0%	0.0	0.0%
OPEB Trust Fund							
Budget	\$ 16.8	\$ 16.8	\$ 17.5	\$ 0.7	4.4%	\$ 0.7	4.3%
Positions	0.0	0.0	0.0	0.0	0.0%	0.0	0.0%

*Does not add due to rounding.

School Operating Fund Highlights

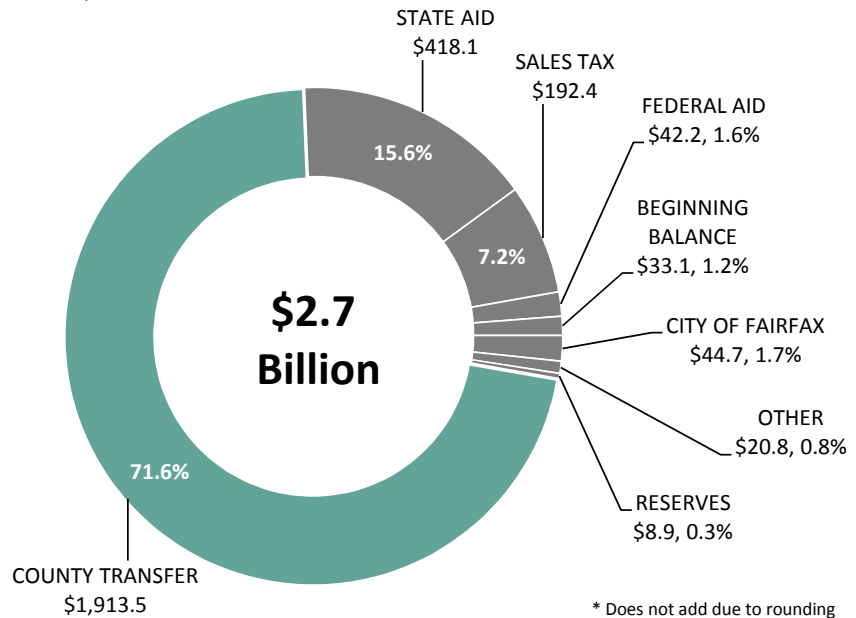
Where It Comes From: FY 2017 Approved Budget Revenue Sources

The FY 2017 Approved Budget includes projected revenue totaling \$2.7 billion, a net increase of \$109.2 million, or 4.3 percent, as compared to the FY 2016 Approved Budget and an increase of \$0.2 million over the FY 2016 Revised Budget. As compared to the FY 2016 Approved Budget, the increase is mainly due to projected increases in the following revenue sources: Fairfax County government transfer, \$88.4 million or 4.8 percent; state revenue (state aid and sales tax combined), \$22.3 million or 3.8 percent; City of Fairfax tuition, \$1.8 million or 4.1 percent; tuition, fees, and other revenue, \$0.8 million, or 3.9 percent, and the budgeted beginning balance, \$5.3 million or 19.0 percent. These increases are partially offset by a net decrease of \$9.4 million reflected in FY 2017 reserves. As compared to the FY 2016 Revised Budget, the year-over-year increase totals \$0.2 million. The revised budget includes funding for the FY 2017 beginning balance, as well as funding to satisfy commitments such as outstanding encumbered obligations, approved carryover, and administrative adjustments (investments and identified needs) at the FY 2015 Final Budget Review.

Most of FCPS' Revenue Comes from the County

Where it Comes From - FY 2017 Approved Operating Revenue*

(\$ in millions)



Funding used for the beginning balance is the result of one-time expenditure savings identified from prior fiscal years.

Budgeted Beginning Balance

\$33.1 million

Funding used for the beginning balance is the result of one-time expenditure savings realized from prior fiscal years. While it is one-time funding, it is included in the revenue section because it adds to the total funds available for appropriation. A beginning balance of \$33.1 million is available and budgeted for FY 2017. At the FY 2015 Third Quarter Budget Review, funding totaling \$4.0 million was set aside for the FY 2017 beginning balance. Additional funding was subsequently set-aside at the FY 2015 Final Budget Review, \$23.9 million, and at the FY 2016 Third Quarter Budget Review, \$5.3 million. The FY 2017 beginning balance reflects an increase of \$5.3 million, or 19.0 percent, over the FY 2016 Approved Budget.

School Operating Fund Highlights

Reserves

Textbook Replacement Reserve

\$8.9 million

For FY 2017, the textbook replacement reserve totals \$8.9 million, reflecting an increase of \$2.8 million, or 46.3 percent, over the FY 2016 approved and revised budgets. The increase consists of funding transferred to textbook replacement via a reduction in the schools' per-pupil allocations for FY 2016. Since FY 2012, newly adopted textbooks are purchased centrally with the provision that the schools will pay for these textbooks over a six-year period. The funds are generated through reductions to their per-pupil allocations. At the end of the six-year period, the accumulated funds are available for a new textbook adoption cycle.

County taxpayers provide more than 71 percent of all operating revenue.

Transfers In

County General Fund

\$1.9 billion

FCPS receives the majority of its funding, 71.6 percent, from local funds in the form of a transfer from Fairfax County government. The Fairfax County General Fund transfer totals \$1.9 billion for FY 2017, an increase of \$88.4 million, or 4.8 percent, from the FY 2016 transfer. The county transfer to FCPS comprises 52.7 percent of General Fund disbursements in the Fairfax County FY 2017 Adopted Budget. The primary source of revenue for Fairfax County government is real estate and personal property tax dollars. On April 26, 2016, the Fairfax County Board of Supervisors approved a four cent increase for the FY 2017 real estate tax rate, which increases from \$1.09 to \$1.13 per \$100 of assessed value for FY 2017. Each cent of real estate tax is equivalent to approximately \$23.3 million in county tax revenue. The tax rate increase enabled the County to provide the 4.8 percent transfer increase to Fairfax County Public Schools and to fund other county obligations.

FCPS Percentage of County General Fund Disbursements*

• FY 2013 Actual	52.3%
• FY 2014 Actual	52.0%
• FY 2015 Actual	52.0%
• FY 2016 Adopted	52.7%
• FY 2016 Revised	51.8%
• FY 2017 Adopted	52.7%

* Includes Operating Transfer, Construction Transfer, and School Debt Service.

Revenue by Category

The chart below illustrates total revenue by category.

Revenue Budget Comparison*							
(\$ in millions)							
Category	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change		Change	
				Approved to Approved Amount	Approved Percent	Revised to Approved Amount	Revised to Approved Percent
Beginning Balance							
Budgeted Beginning Balance	\$ 27.8	\$ 30.3	\$ 33.1	\$ 5.3	19.0%	\$ 2.8	9.1%
Commitments and Carryforward	-	56.9	-	-	0.0%	(56.9)	-100.0%
Identified Needs	-	9.4	-	-	0.0%	(9.4)	-100.0%
Reserves	18.2	50.1	8.9	(9.4)	-51.4%	(41.2)	-82.3%
Subtotal Beginning Balance	\$ 46.1	\$ 146.7	\$ 42.0	\$ (4.1)	-8.9%	\$ (104.7)	-71.4%
County General Fund							
SOF Transfer	\$ 1,825.2	\$ 1,825.2	\$ 1,913.5	\$ 88.4	4.8%	\$ 88.4	4.8%
Revenue							
State Aid	\$ 405.8	\$ 401.7	\$ 418.1	\$ 12.3	3.0%	\$ 16.4	4.1%
Sales Tax	182.3	185.3	192.4	10.1	5.5%	7.1	3.8%
Federal Aid	42.2	50.5	42.2	-	0.0%	(8.3)	-16.5%
City of Fairfax	42.9	44.0	44.7	1.8	4.1%	0.7	1.5%
Other	20.0	20.0	20.8	0.8	3.9%	0.8	3.9%
Subtotal Revenue	\$ 693.2	\$ 701.6	\$ 718.1	\$ 24.9	3.6%	\$ 16.6	2.4%
Subtotal Revenue and Transfers	\$ 2,518.4	\$ 2,526.7	\$ 2,631.6	\$ 113.3	4.5%	\$ 104.9	4.2%
Total School Operating Fund	\$ 2,564.5	\$ 2,673.4	\$ 2,673.6	\$ 109.2	4.3%	\$ 0.2	0.0%

*Does not add due to rounding.

School Operating Fund Highlights

The Commonwealth of Virginia provides two types of revenue: state aid and sales tax.

When compared with most other school divisions in Virginia, Fairfax County must fund a much larger portion of its school budget with local funds.

State Revenue

The Commonwealth of Virginia provides two types of revenue: state aid and sales tax.

State Aid

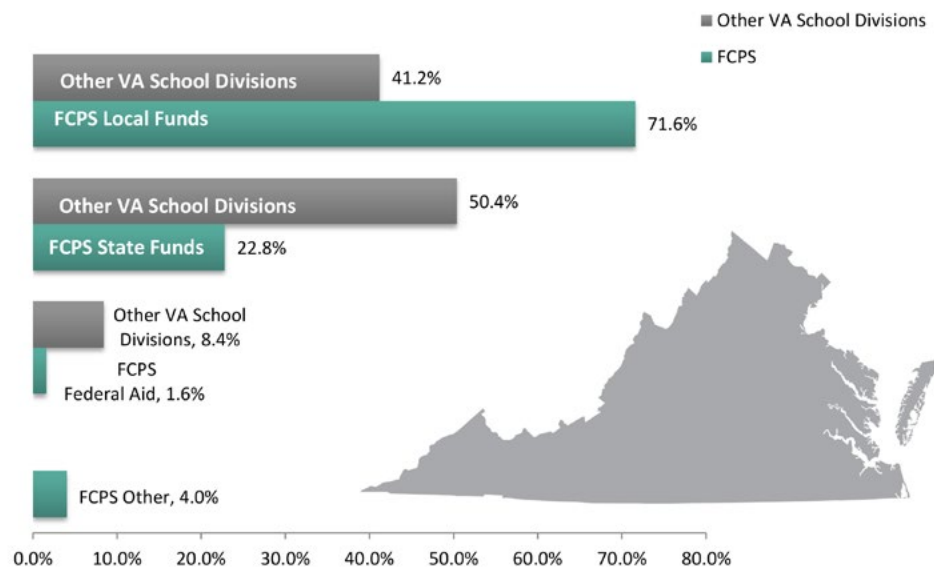
\$418.1 million

FCPS receives its share of public education funding through state aid. FCPS' FY 2017 Approved Budget includes projected state aid totaling \$418.1 million, a \$12.3 million, or 3.0 percent, increase as compared to the FY 2016 Approved Budget, and a \$16.4 million, or 4.1 percent, increase as compared to the FY 2016 Revised Budget. The projected increase in state aid for FY 2017 reflects the impact of the state's rebenchmarking of costs, changes in FCPS enrollment, technical policy updates, and the updated local composite index (LCI). As compared to the FY 2016 Revised Budget, the year-over-year change is greater than the increase from the FY 2016 Approved Budget since state aid was reduced by \$4.0 million at the FY 2016 Midyear Budget Review. The reduction was due to lower than projected enrollment as of September 30, 2015, which impacted FCPS' average daily membership (ADM) used in the state's funding distribution formula.

School divisions receive the majority of state aid based on their Local Composite Index (LCI). The LCI equalizes payments so that counties and cities with a lower composite index receive more state funding and those with a higher index receive less. FCPS' current LCI of 0.6844 indicates that FCPS will receive less state aid per pupil than the average school division. According to the latest Annual Report of the State Superintendent of Instruction (FY 2015), FCPS received \$2,218 per pupil in state aid, while the state average allocation per pupil was \$3,798.

When compared with most other school divisions in Virginia, Fairfax County must fund a much larger portion of its school budget with local funds. The average Virginia school division receives half of its financial support from its local government, while FCPS must rely on local funds for over 71 percent of its budget.

Revenue Comparison to Other VA School Divisions



School Operating Fund Highlights

Sales Tax

\$192.4 million

The FY 2017 Approved Budget includes projected sales tax revenue of \$192.4 million, an increase of \$10.1 million, or 5.5 percent, as compared to the FY 2016 Approved Budget and an increase of \$7.1 million, or 3.8 percent, as compared to the FY 2016 Revised Budget. In Northern Virginia, the total state and local sales tax rate is 6.0 percent; of which, one percent of the sales and use tax levied is returned directly to local governments for General Fund use. One and one-quarter percent is dedicated to K-12 education. Of the amount collected for K-12 education, one and one-eighth percent is returned to school districts as sales tax revenue and the remaining one-eighth percent is used for the state's share of Standards of Quality (SOQ) funding.

Sales tax revenue is distributed to school districts based on each locality's number of school-age children. The state uses annual school-age (5 to 19 years old) population estimates prepared by the Weldon Cooper Center for Public Service at the University of Virginia; accordingly, local school districts are no longer required to conduct a census of all school-age persons residing in a school division every three years. Amendments to Section 58.1-638 of the Code of Virginia replaced the triennial census with the annual Weldon Cooper population estimates now used.

Federal Aid

\$42.2 million

The FY 2017 Approved Budget includes a federal aid projection totaling \$42.2 million, no change as compared to the FY 2016 Approved Budget and a decrease of \$8.3 million, or 16.5 percent, as compared to the FY 2016 Revised Budget. The decrease, as compared to the FY 2016 Revised Budget, is mainly due to adjustments included in the Revised Budget that were made at the FY 2015 Final Budget Review for unspent multiyear federal grant awards totaling \$8.3 million, as well as grant award adjustments totaling \$0.1 million made at the FY 2016 Midyear Budget Review, and \$59,358 for the IDEA Section 611, which was made at the FY 2016 Third Quarter Budget Review. Federal funds are provided through the Impact Aid program, as well as for specific purposes, such as special education and telecommunication programs. Federal programs, except for Impact Aid, are budgeted by the federal government a year in advance of actual use by localities. Actual entitlement amounts, however, are not known until the beginning of the school year. It is estimated that FCPS will receive \$26.0 million in federal entitlement funding for the No Child Left Behind Act in FY 2017. This funding is accounted for in the Grants and Self-Supporting Programs Fund.

City of Fairfax

\$44.7 million

Fairfax County Public Schools operates the schools owned by the City of Fairfax. The School Services Agreement between the City of Fairfax and FCPS determines the tuition due to FCPS for educating City of Fairfax students. FCPS is projected to receive \$44.7 million in tuition revenue from the City of Fairfax to provide educational services for city students based on a projected average daily membership (ADM) of 3,125 students for FY 2017. The FY 2017 Approved Budget reflects an increase of \$1.8 million, or 4.1 percent, over the FY 2016 Approved Budget and an increase of \$0.7 million, or 1.5 percent, from the FY 2016 Revised Budget. The increase in projected tuition for FY 2017 is primarily due to a projected increase in FCPS operational costs, which impacts costs allocated to the City of Fairfax tuition bill. As compared to the FY 2016 Revised Budget, FY 2017 reflects a \$0.7 million increase because the FY 2016 Revised Budget contains a \$1.1 million revenue adjustment made at the FY 2016 Midyear Budget Review to account for additional receipts related to actual tuition costs for FY 2015 tuition that were paid in the first quarter of FY 2016.

Federal Aid*	
(\$ in millions)	
• IDEA	\$33.5
• IDEA Preschool	0.7
• Impact Aid	3.2
• Federal E-Rate	2.5
• Miscellaneous	2.2
Total	\$42.2
*Does not add due to rounding.	

Fairfax County Public Schools operates the schools owned by the City of Fairfax.

School Operating Fund Highlights

Tuition, Fees, and Other

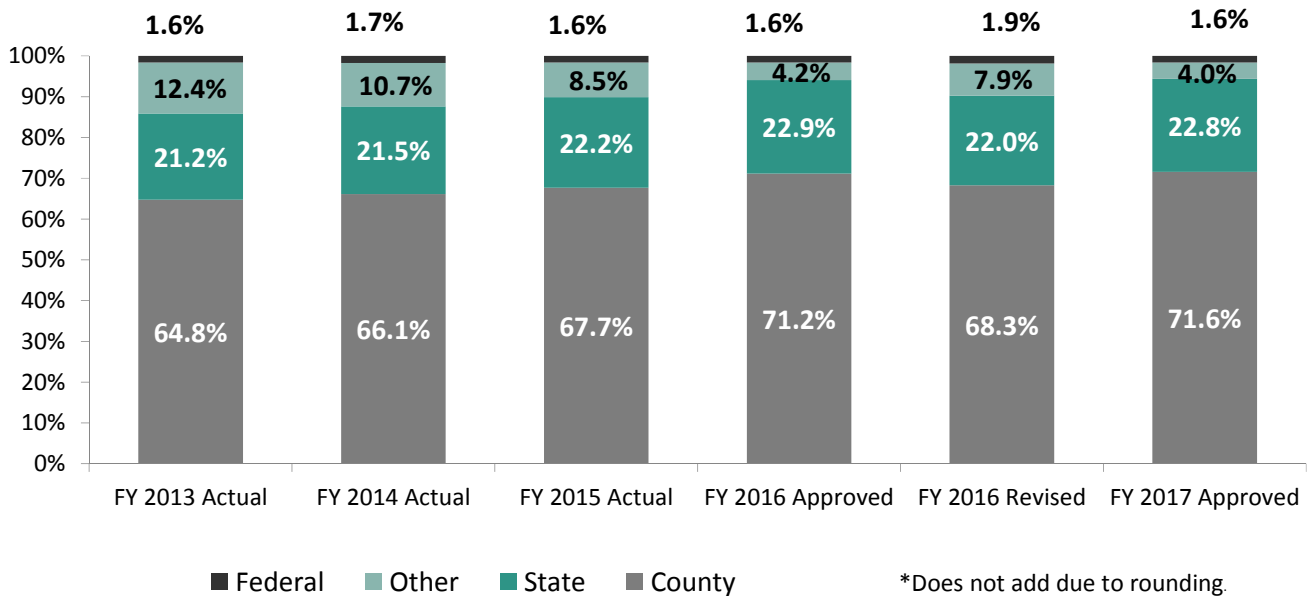
\$20.8 million

FCPS receives tuition for students who reside outside of Fairfax County, including students from neighboring school divisions, who attend Thomas Jefferson High School for Science and Technology (TJHSST); fees, which include items such as parking permits and musical instrument rentals; and other revenue, which is primarily revenue received from community use of school facilities, proceeds from rebates, and revenue from the sale of vehicles and used equipment. In addition, beginning in FY 2012, the Fairfax County Board of Supervisors provided flexibility in the use of funds transferred to FCPS for the Cable Communications Program. As a result, funding totaling \$0.6 million was redirected from the Grants and Self-Supporting Programs Fund to the School Operating Fund to support full-day kindergarten.

Projected revenue from tuition, fees, and other revenue totals \$20.8 million for FY 2017, an increase of \$0.8 million, or 3.9 percent, over the FY 2016 Approved and Revised Budgets. The projected \$0.8 million increase for FY 2017 is due to anticipated increases in tuition received from other jurisdictions for students attending TJHSST, \$0.2 million; a projected increase in community-use fees, \$0.4 million; and a projected increase in revenue associated with local school activity funds, \$0.2 million.

[A five-year revenue detail chart](#) for the School Operating Fund can be found in the Appendix.

FCPS Revenue By Source*



Where It Goes - Expenditures

The FY 2017 Approved Budget expenditures in the School Operating Fund total \$2.7 billion, an increase of \$110.3 million, or 4.3 percent, over the FY 2016 Approved Budget, and an increase of \$30.5 million, or 1.2 percent, from the FY 2016 Revised Budget. The FY 2016 Revised Budget includes adjustments made at the FY 2015 Final Budget Review, approved by the School Board on July 23, 2015, the FY 2016 Midyear Budget Review, approved by the School Board on December 17, 2015; and the FY 2016 Third Quarter Budget Review, approved by the School Board on March 10, 2016.

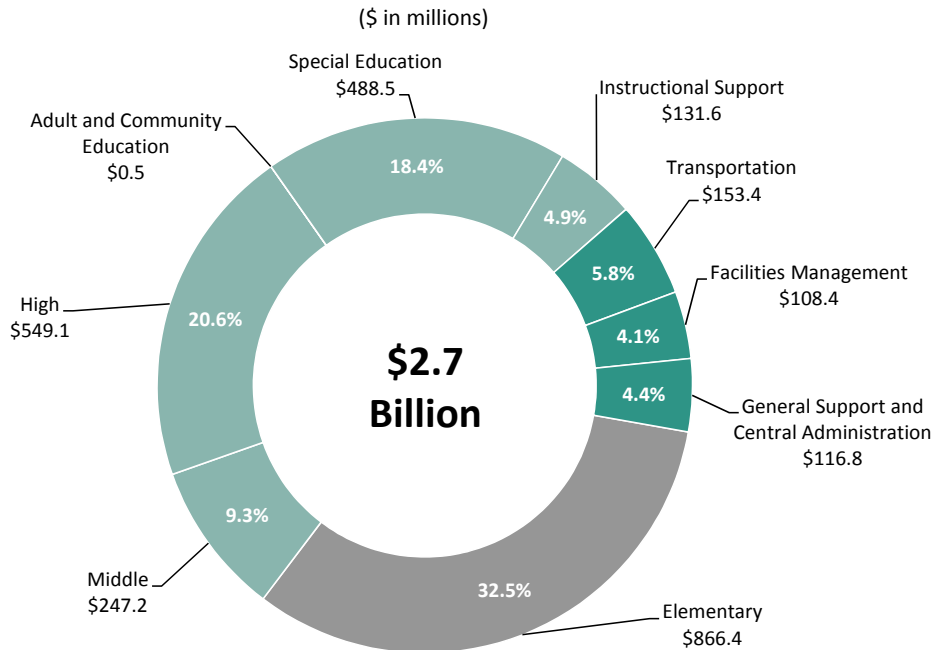
Expenditure Budget by Program

Funding instruction is FCPS' highest priority, and every effort is made to manage costs by directing resources to instructional programs. The importance FCPS places on instructional programs is illustrated by the fact that 85.8 percent of the budget is allocated to instructional programs. The remaining expenditures include: transportation, 5.8 percent; facilities management, 4.1 percent, and general support and central administration, 4.4 percent.

Instruction includes elementary, middle, high, special education, adult and instructional support program costs. For example, FY 2017 elementary program costs include all direct costs to operate FCPS elementary schools, as well as all costs for additional programs offered in elementary schools, such as English for Speakers of Other Languages (ESOL). Likewise, costs associated with ESOL at the middle and high school levels are included in middle and high school program costs.

Over 85 percent of FCPS' operating expenses are for instruction.

Where it Goes - FY 2017 Approved School Operating Fund Expenditures



School Operating Fund Highlights

The majority of the budget, 89.3 percent, is for employee compensation, reflecting the fact that education is a labor-intensive enterprise.

93.3 percent of FCPS positions are school-based.

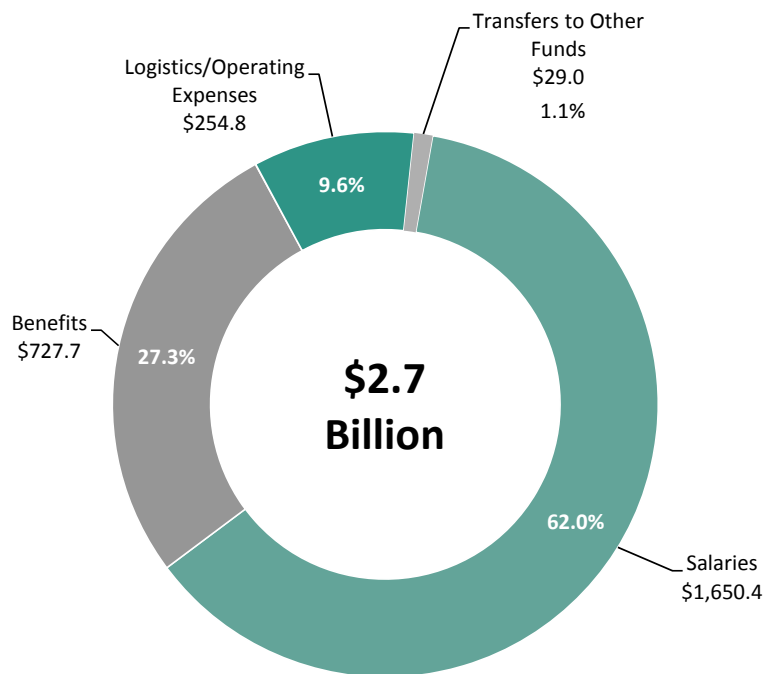
Expenditures by Category

In addition to reporting and monitoring expenditures by program, FCPS budgets, reports and tracks expenditures by category. These categories include salaries, employee benefits, logistics, and transfers out (or transfers to other funds).

Salaries and employee benefits together comprise compensation. The majority of the budget, 89.3 percent, is for employee compensation, reflecting the fact that education is a labor-intensive enterprise. A total of 23,938.3 School Operating Fund positions are funded in the FY 2017 Approved Budget. Of these positions, 93.3 percent are school-based.

The following chart shows expenditures by category.

Largest Expenditure is Employee Compensation
FY 2017 Approved School Operating Fund
 (\$ in millions)



The composition of and changes to each of the expenditures categories is reported in this section. Each section, in particular, describes industry, economic, and political trends and forces that impact each of these categories. The narratives also highlight FCPS budgeting decisions and fiscal stewardship strategies for controlling expenditures and directing expenditures to learning and the classroom.

School Operating Fund Highlights

Expenditure Budget Comparison*								
(\$ in millions)								
	FY 2016	FY 2016	FY 2017	Change		Change		
	Approved	Revised	Approved	Approved to Approved	Percent	Revised to Approved	Percent	
				Amount		Amount		
Salaries								
Regular Salaries	\$ 1,457.0	\$ 1,463.3	\$ 1,521.3	\$ 64.3	4.4%	\$ 58.0	4.0%	
Hourly Salaries-Contracted	69.6	71.1	71.6	2.0	2.9%	0.5	0.8%	
Hourly Salaries-Noncontracted	42.3	50.0	42.4	0.1	0.2%	(7.6)	-15.2%	
Salary Supplements	21.3	23.8	20.7	(0.6)	-2.8%	(3.1)	-13.1%	
Reimbursable Salaries	(5.0)	(4.1)	(5.6)	(0.6)	12.1%	(1.5)	35.6%	
Subtotal Salaries	\$ 1,585.2	\$ 1,604.0	\$ 1,650.4	\$ 65.1	4.1%	\$ 46.4	2.9%	
Employee Benefits								
Retirement	\$ 324.1	\$ 323.9	\$ 350.5	\$ 26.4	8.2%	\$ 26.6	8.2%	
Social Security	119.5	119.1	125.9	6.4	5.3%	6.7	5.7%	
Life Insurance	13.8	13.8	15.5	1.8	12.9%	1.8	12.9%	
Health Insurance	222.0	222.0	236.2	14.2	6.4%	14.2	6.4%	
Workers Compensation	8.2	8.2	8.2	-	0.0%	-	0.0%	
Other Benefits	0.5	0.5	0.5	-	0.0%	-	0.0%	
Employee Benefits Lapse	(8.8)	(8.8)	(9.1)	(0.3)	3.9%	(0.3)	3.9%	
Subtotal Employee Benefits	\$ 679.3	\$ 678.8	\$ 727.7	\$ 48.4	7.1%	\$ 49.0	7.2%	
Subtotal Compensation	\$ 2,264.6	\$ 2,282.8	\$ 2,378.1	\$ 113.5	5.0%	\$ 95.4	4.2%	
Logistics								
Materials and Supplies	\$ 95.3	\$ 110.3	\$ 86.2	\$ (9.1)	-9.5%	\$ (24.1)	-21.8%	
Utilities	46.9	47.7	47.9	1.1	2.3%	0.2	0.4%	
Other Operating Expenses	1.8	11.0	2.5	0.7	40.1%	(8.6)	-77.7%	
Privatized Services	60.1	82.5	63.0	3.0	4.9%	(19.5)	-23.6%	
County Services	32.5	29.5	31.2	(1.3)	-3.9%	1.7	5.9%	
Capital Outlay	17.2	29.0	19.4	2.2	12.9%	(9.5)	-32.9%	
Other Funds	4.5	4.5	4.6	0.1	2.3%	0.1	2.3%	
Subtotal Logistics	\$ 258.1	\$ 314.5	\$ 254.8	\$ (3.3)	-1.3%	\$ (59.6)	-19.0%	
Transfers Out	\$ 28.9	\$ 34.2	\$ 29.0	\$ 0.1	0.2%	\$ (5.2)	-15.1%	
TOTAL	\$ 2,551.6	\$ 2,631.4	\$ 2,661.9	\$ 110.3	4.3%	\$ 30.5	1.2%	

*Does not add due to rounding.

Compensation

\$2.4 billion

The majority of the budget, 89.3 percent, is for employee compensation, reflecting the fact that education is a labor-intensive enterprise. This includes salaries for positions, hourly salaries, supplements, and employee benefits. The FY 2017 compensation portion of the budget totals \$2.4 billion, which represents a \$113.5 million, or 5.0 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$95.4 million, or 4.2 percent, increase over the FY 2016 Revised Budget.

The FY 2017 budget includes funding to provide a step increase for eligible employees and a 1.0 percent MSA for all employees. Also, the budget includes \$40.0 million as an initial investment to improve teacher salary scales to enable FCPS to attract and retain the highest quality teachers. FCPS hired Segal Waters Consulting Group, a benefits, compensation, and human resources consulting firm, to identify a compensation structure that attracts and retains qualified employees through an optimal mix of salary and benefits. Recently, FCPS has experienced difficulty in recruiting teachers. At the beginning of this school year, approximately 200 teacher positions were still vacant, and many of these vacancies were in critical fields. There is also concern about a nationwide teacher shortage as evidenced by teacher preparation program enrollment dropping by 30 percent from 2010 to 2014.

The FY 2017 budget also includes an increase in the Virginia Retirement System (VRS), Fairfax County Employees' Retirement System (FCERS), and state life insurance rates, as well as rate increases for health. Additionally, increases in positions impact compensation.

School Operating Fund Highlights

Logistics consists of the following major categories: materials and supplies, utilities, other operating expenditures, privatized services, county services, and capital outlay.

Funds are budgeted in the School Operating Fund for subsequent transfer to other School Board funds.

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local government.

Logistics

\$254.8 million

The FY 2017 logistics portion of the budget totals \$254.8 million, a decrease of \$3.3 million, or 1.3 percent, from the FY 2016 Approved Budget and \$59.6 million, or 19.0 percent, from the FY 2016 Revised Budget. Logistics costs consist of the following major categories: materials and supplies, utilities, other operating expenses, privatized services, county services, capital outlay, and other funds such as insurance services. The decrease of \$3.3 million from the FY 2016 Approved Budget is due to the decreases in materials and supplies (\$9.1 million) and county services (\$1.3 million), offset by the increases in privatized services (\$3.0 million), capital outlay (\$2.2 million), utilities (\$1.1 million), other operating expenditures (\$0.7 million), and other funds (\$0.1 million).

Transfers

\$29.0 million

The FY 2017 Approved Budget for transfers to other School Board funds is \$29.0 million, which represents a \$51,873, or 0.2 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$5.2 million, or 15.1 percent, decrease from the FY 2016 Revised Budget. The net increase over the FY 2016 Approved Budget is primarily due to a \$0.5 million increase to the Grants and Self-Supporting Fund offset by a \$0.4 million decrease to the School Construction Fund. The \$5.2 million decrease from the Revised Budget is primarily due to one-time funding allocated at the FY 2015 Final Budget Review to the School Construction Fund for major maintenance of \$3.6 million, synthetic turf fields of \$1.5 million, and the infrastructure sinking reserve of \$0.2 million.

Consolidated County and Schools' Debt Service Fund

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local government. The Fairfax County Board of Supervisors, as a result, controls the degree to which FCPS can implement its Capital Improvement Program each year. The County's FY 2006 Adopted Budget Plan provided for the consolidation of the county and school's debt service funds into a single fund, eliminating reporting of the School Board's Debt Service Fund. The following information on the school's level of debt services is provided by the County in the FY 2017 Adopted Budget Bond Amortization Schedule.

Schools' principal	\$114,951,300
Schools' interest	<u>59,704,178</u>
Total	\$174,655,478

The chart below shows county net debt as a percentage of market value of taxable property.

Net Debt as a Percentage of Market Value of Taxable Property (\$ in billions)			
Fiscal Year	Net Bonded Indebtedness ¹	Estimated Market Value ²	Percentage
2013	\$2.6	\$214.2	1.20%
2014	\$2.8	\$221.5	1.28%
2015	\$2.9	\$233.4	1.23%
2016 (est)	\$2.9	\$241.0	1.21%
2017 (est)	\$2.9	\$248.1	1.19%

¹ The amount includes outstanding General Obligation Bonds and other tax supported debt obligations as of June 30 in the year shown and is from the Fairfax County Department of Management and Budget. Source: FY 2013 to FY 2015 Comprehensive Annual Financial Report; FY 2016 & FY 2017 Fairfax County Department of Management and Budget.

² Source: Fairfax County Department of Tax Administration and the Department of Management and Budget.

School Operating Fund Highlights

Enrollment and Demographic Adjustments

The cost of enrollment and demographic changes is driven by both the number of students and demographic shifts in FCPS' enrollment. The FY 2017 Approved Budget enrollment is projected to decrease by 1,703 students as compared to the FY 2016 Approved Budget projection after excluding students served outside FCPS and the Fairfax Adult High School. This decrease is offset by an increase in positions supporting students receiving English for Speakers of Other Languages services (particularly at the secondary level) and changes in projected special education services due to an increase in the most intensive services. As detailed in the chart that follows, a net reduction of 96.1 positions is reflected as compared to the FY 2016 Approved Budget.

School Position Growth Based on Enrollment Projections*					
FY 2016 Approved to FY 2017 Approved					
	Elementary Positions	Middle Positions	High Positions	Total Positions	Dollars (in millions)
General Education					
Assistant Principal Positions	(6.0)	0.0	(2.0)	(8.0)	\$ (0.9)
Teacher Scale Positions	(119.5)	5.0	(9.5)	(124.0)	(9.1)
Instructional Assistant Positions	(48.0)	0.0	0.0	(48.0)	(1.6)
Office Personnel/US Scale Positions	(14.5)	(0.5)	0.0	(15.0)	(0.7)
Custodial Positions	(11.5)	(5.0)	(4.0)	(20.5)	(1.0)
Subtotal General Education	(199.5)	(0.5)	(15.5)	(215.5)	\$ (13.4)
English for Speakers of Other Languages	1.0	7.0	26.7	34.7	\$ 2.6
Special Education					
Teacher Scale Positions				34.2	\$ 2.5
Instructional Assistant/Attendant Positions				54.0	2.0
Subtotal Special Education				88.2	\$ 4.5
Psychologists / Social Workers				(3.5)	\$ (0.3)
Total Enrollment and Demographic Adjustments				(96.1)	\$ (6.7)

* Does not add due to rounding

FY 2017 Authorized Positions

For FY 2017, the number of full-time equivalent (FTE) positions increased by 69.4 from the FY 2016 Approved Budget. This increase is the result of 165.5 positions needed for elementary class size reduction, offset by a decrease of 96.1 positions for enrollment and demographic adjustments.

The FY 2017 Approved Budget funds 23,938.3 full-time equivalent positions. There are 22,346.3 school-based positions, of which 15,206.4 are teacher scale positions, and there are 1,591.9 nonschool-based positions.

FY 2012 to FY 2017 Position Change*						
Description	FY 2012 Actual		FY 2017 Approved		Change FY 2012 to 2017	
	Amount	Percent	Amount	Percent	Amount	Percent
School-Based	21,169.6	92.9%	22,346.3	93.3%	1,176.7	5.6%
Nonschool-Based	1,610.5	7.1%	1,591.9	6.7%	(18.6)	-1.2%
Total	22,780.1	100.0%	23,938.3	100.0%	1,158.1	5.1%

* Does not add due to rounding

Changes in FCPS Positions

Since FY 2012, nonschool-based positions have decreased by a net of 1.2 percent, or 18.6 FTE positions, while school-based positions have increased by a net of 5.6 percent or 1,176.7 FTE positions. The decrease in nonschool-based positions is due to budget reductions offset by an increase of positions for such programs as preventive maintenance, custodial central oversight, and transportation operations.

School Operating Fund Highlights

The FY 2017 Approved Budget enrollment is projected to decrease by 1,703 students as compared to the FY 2016 Approved Budget projection.

FY 2017 Position Adjustment Summary*	
FY 2016 Approved	23,868.8
FY 2016 Third Quarter	
• Staffing Reserve- Nonrecurring**	(41.7)
FY 2016 Revised	23,827.1
FY 2016 Revised Excluding Nonrecurring Staffing Reserve	
	23,868.8
FY 2017 Adjustments	
• Enrollment and Demographic Adjustments	(96.1)
• Staffing Reserve Increase to Address Elementary Class Size	67.5
• Eliminate All Elementary Class Sizes 30 and Above	98.0
FY 2017 Approved	23,938.3
*Does not add due to rounding	
**Does not reflect 10.0 positions available as a result of one-time funding	

Between FY 2010 and FY 2011, there was a permanent reduction of 99.5 nonschool-based positions; therefore, comparisons to FY 2012 do not show as substantial a reduction as prior year comparisons. School-based positions were reduced, but the cuts have been offset by positions added primarily due to rising student enrollment and changes in student demographics as well as increases to the staffing reserve to address large class sizes. This emphasizes FCPS' continued commitment to dedicating resources to the classroom.

Student Enrollment Continues to Change

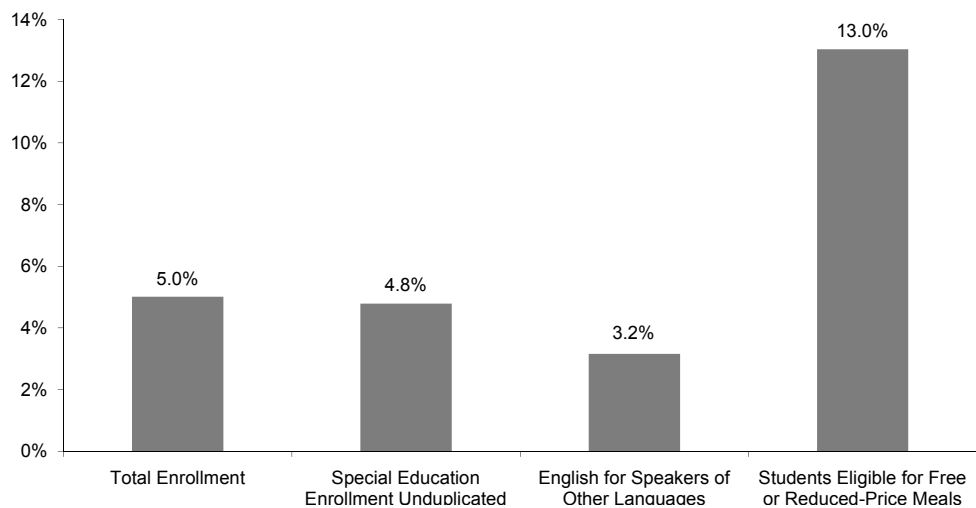
Student enrollment projections, prepared by the Department of Facilities and Transportation, are based on county and school trends including: net county migration, size difference of exiting 12th grade and entering kindergarten populations, county birthrates, new school programs, housing development patterns, and economic conditions.

Additional projections for services received by students, for instance ESOL and special education, are prepared with input from other FCPS departments. These projections rely more on actual students identified for services which are then adjusted based on school specific historic rates such as: student mobility, prevalence, and eligibility.

One of the major budget challenges is the cost associated with continuing changes in the composition of the student population. FCPS students come from most of the countries in the world and speak nearly 200 languages. According to FCPS data as of September 30, 2015, 49.6 percent of FCPS elementary students speak a language other than English at home. The top language spoken other than English is Spanish; and a total of 29,291 students come from homes to which FCPS communicates with families primarily in Spanish.

As noted in the following chart, the number of students eligible for free or reduced-price meals (FRM) is the fastest growing segment of the FCPS student population. In FY 2017, it is projected that 52,129 FCPS students will be eligible to participate. This represents a 13.0 percent increase, or 6,012 students, over FY 2012. FCPS provides needs-based staffing across all school levels which is specifically designed to provide additional resources to help economically disadvantaged students.

FY 2012 to 2017 Trends in Enrollment Growth



School Operating Fund Highlights

In FY 2017, more than one in four of FCPS students are projected to be economically disadvantaged, as evidenced by eligibility for FRM. Increasing diversity demands more strategic use of limited resources. Students eligible for FRM, as well as those receiving special education and/or ESOL services have a higher cost per pupil.

Cost Per Pupil/Cost Per Service

Cost-per-pupil figures are computed by identifying all School Operating Fund costs and entitlement grants directly associated with an instructional program, such as Title I, FECEP/Head Start, or elementary general education. Indirect costs such as instructional support, facilities management, general support, and central administration are distributed proportionally based on student enrollment. Transportation expenses are distributed to each program according to the actual costs of providing services. Total expenditures divided by program enrollment determine average per-pupil costs. The following table shows FCPS' average cost-per-pupil data for three years.

FY 2017 Approved Cost Per Pupil Summary					
	FY 2015 Approved	FY 2016 Approved	FY 2017 Approved	Change	
				FY 2016 - FY 2017 Amount	Percent
General Education					
FECEP/Head Start	\$14,046	\$13,643	\$15,030	\$1,387	10.2%
Elementary School Program	\$10,916	\$11,244	\$11,905	\$661	5.9%
Middle School Program	\$11,387	\$11,419	\$11,851	\$432	3.8%
High School Program	\$12,125	\$12,131	\$12,712	\$581	4.8%
Average for General Education	\$11,356	\$11,546	\$12,150	\$604	5.2%
Average for Special Education	\$22,789	\$23,044	\$24,090	\$1,046	4.5%
WABE Cost Per Pupil	\$13,519	\$13,718	\$14,432	\$714	5.2%

In FY 2017, it is projected that 32,398 students, or 17.3 percent, will receive ESOL services in grades kindergarten through 12, an increase of 992 students, or 3.2 percent, since FY 2012. The additional cost of providing services in FY 2017 for each ESOL student is \$3,753.

FY 2017 Approved Cost Per Service Summary					
	FY 2015 Approved	FY 2016 Approved	FY 2017 Approved	Change	
				FY 2016 - FY 2017 Amount	Percent
Alternative Programs					
Alternative HS Programs	\$18,768	\$18,348	\$19,038	\$690	3.8%
Department of Special Services Alternative Programs	\$30,238	\$30,361	\$31,504	\$1,143	3.8%
English for Speakers of Other Languages					
Average for ESOL	\$3,082	\$3,307	\$3,745	\$438	13.2%
Special Education					
Preschool	\$19,935	\$20,285	\$20,826	\$541	2.7%
Level 1 Services	\$5,937	\$5,929	\$6,075	\$146	2.5%
Level 2 Services	\$26,982	\$27,339	\$28,334	\$995	3.6%
Related Services	\$5,499	\$5,506	\$5,789	\$283	5.1%
Average for Special Education (per Svc)	\$12,826	\$13,057	\$13,585	\$528	4.0%

In FY 2017, 45,564 special education services will be provided to 25,995 students. In FY 2012, 43,798 special education services were provided to 24,807 students. This represents a 4.8 percent increase in the number of students receiving special education services. In FY 2017, the average special education cost per service is \$13,585. An average of 1.8 special education services are provided per special education student.

In FY 2017, 45,564 special education services will be provided to 25,995 students.

School Operating Fund Highlights

Given the revenue and expenditure assumptions included in the forecast, it is clear that FCPS will face significant financial challenges over the next five years.

Fiscal Forecast

Balancing the budget each year requires focusing on FCPS' strategic priorities. FCPS will work with the School Board, County Board of Supervisors, and the community to determine an appropriate mixture of revenue increases and expenditure reductions. FCPS continues to work toward the process of developing an implementation plan for its long-term Strategic Plan, *Ignite*. The implementation contains action plans within the overarching strategies and desired outcomes. The funding impact will be determined as part of the final implementation plan. Given the revenue and expenditure assumptions included in the forecast, FCPS will face budgetary challenges in FY 2018.

A summary of the FY 2018 to FY 2022 fiscal forecast for the School Operating Fund is shown below. Revenue projections are listed by source or type (e.g., Federal, one-time, reserve). Expenditure assumptions are broken into broad categories such as compensation (salary and benefits), logistics, transfers, and reserve balances. The loss of one-time funding, combined with forecasted expenditure increases including enrollment growth; salary increases for employees; and rising retirement and health care costs, contribute to a projected deficit of \$124.6 million for FY 2018, prior to an increase in the county transfer. Prior to any increase from the County, a deficit is also projected in all subsequent years of the forecast. All numbers are preliminary projections and will change throughout the process.

School Operating Fund Forecast Summary*

(\$ in millions)

Type	FY 2017	Change from prior year				
	Approved	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
County	\$1,913.5	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
State	610.5	24.6	19.1	10.6	19.9	11.2
Federal	42.2	0.0	0.0	0.0	0.0	0.0
Other	65.4	1.3	1.3	1.4	1.4	1.4
One-time Beginning Balance	33.1	(10.6)	(5.6)	(5.6)	(5.6)	(5.6)
Textbook Reserve Beginning Balance	8.9	2.8	(5.0)	(6.7)	0.0	2.8
Funds Available	\$2,673.6	\$18.1	\$9.8	(\$0.3)	\$15.7	\$9.8
Compensation	\$2,378.1	\$136.5	\$99.5	\$102.2	\$72.9	\$75.1
Logistics	250.3	10.8	22.9	(20.4)	(4.4)	2.0
Transfers and Other Funds	33.6	0.4	1.0	0.9	(0.2)	0.6
Textbook Reserve Ending Balance	11.7	(5.0)	(6.7)	0.0	2.8	2.8
Funds Required	\$2,673.6	\$142.6	\$116.8	\$82.8	\$71.1	\$80.5
Surplus/(Deficit) Assuming Prior Year Balanced		(\$124.6)	(\$107.0)	(\$83.1)	(\$55.4)	(\$70.7)
Increase in County Transfer to Balance		6.5%	5.6%	4.3%	2.9%	3.7%

*Does not include new resource requests.

Revenue Assumptions

Each year of the forecast assumes no increase in the County General Fund Transfer to schools in the County revenue line*. Most other revenue categories are projected to increase slightly in FY 2018 and future years of the forecast.

*State revenue is forecasted based on the second year of the state's biennial budget.

Expenditure Assumptions

Each year of the forecast assumes compensation adjustments equivalent to a step increase for eligible employees plus a market scale adjustment for all employees. Increases in compensation costs account for a majority of the expenditure increases included in each year of the forecast. Based on the ongoing compensation study, the forecast assumes phasing in the new teacher salary scale over the first three years (FY 2018, 2019, and 2020) of the forecast. Also assumed is a new scale for school administrators in FY 2018. The compensation study found these changes necessary to bring teachers and administrators to market. Any employee not impacted by scale changes, or during years where there is no scale change, a 1.0 percent market scale adjustment is assumed (the compensation study for other salary scales is ongoing). In addition, FCPS continues to project increasing student enrollment each year which will significantly increase compensation costs. Additional school-based positions are required as classrooms are added to accommodate the increase in students. Employee benefit costs are also projected to rise based on increasing health care costs, Virginia Retirement System rate increases, and increases in the county's (FCERS) retirement rate. While there are significant program and infrastructure needs, including unfunded mandates, the preliminary forecast does not yet include these expenditures.

It is important to note that the assumptions contained in the preliminary forecast will be reevaluated during the development of the multiyear fiscal forecast in the fall of FY 2017 and during the FY 2018 budget development process. The assumptions may also change in order to maintain a balanced budget and address School Board priorities.

Each year of the forecast assumes compensation adjustments equivalent to a step increase for eligible employees plus a market scale adjustment for all employees. Increases in compensation costs account for a majority of the expenditure increases.

School Operating Fund Highlights

Since 2008, FCPS has faced fiscal challenges and has taken significant reductions totaling nearly one half billion dollars, including 2,175 positions.

FCPS has turned the corner on years of austerity and is beginning to reinvest in our great schools.

FY 2017 Approved Budget Comparison with Prior Year School Operating Fund Expenditure Highlights

Since 2008, FCPS has faced fiscal challenges and has taken significant reductions totaling nearly one half billion dollars including eliminating more than 2,175 positions, while adjusting to year-over-year student enrollment growth. With the support from our employees, students, parents, the community, and our county and state funding partners, FCPS has turned the corner after years of austerity and is beginning to reinvest in our great schools.

The FY 2017 Approved Budget reflects the School Board's commitment to protect its shared vision, mission, and student achievement goals during these challenging times. FCPS' long-term Strategic Plan, *Ignite*, focuses on four goals: student success, a caring culture, a premiere workforce, and resource stewardship. The FY 2017 Approved Budget aligns resources with student needs in order to maximize student achievement; encourage each student to reach his/her fullest potential; and help students graduate with the skills our community believes are important for our graduates to know and be able to do when they leave FCPS. In order to ensure student success, FCPS has to be able to maintain effective instructional programs and service delivery methods in addition to being able to confront emerging needs, issues, and opportunities.

The FY 2017 Approved Budget totals \$2.7 billion and reflects an increase of \$110.3 million, or 4.3 percent, over the FY 2016 Approved Budget. The following chart shows all of the expenditure adjustments from the FY 2016 Approved Budget to the FY 2017 Approved Budget.

FY 2017 Approved Budget Expenditure Adjustments Changes from the FY 2016 Approved Budget *		
	\$ in Millions	Positions
FY 2016 Approved Budget	\$2,551.6	23,868.8
Enrollment and Student Demographics		
Enrollment & Student Demographics	(\$6.7)	(96.1)
Elementary Class Size Reduction	10.8	165.5
Compensation		
Base Salary Increase for All Employees (Step and 1% MSA)	62.2	0.0
Teacher Salary Scale Enhancement	40.0	0.0
Living Wage Adjustment	0.3	0.0
Health Insurance	13.8	0.0
Virginia Retirement System State Life Insurance Rate	1.2	0.0
Virginia Retirement System Retirement Rates	11.9	0.0
Fairfax County Employees' Retirement System (FCERS) Rate	1.6	0.0
Program Operations and Infrastructure		
Contractual Services	4.0	0.0
School Bus Replacement	2.2	0.0
Utilities	1.0	0.0
Transfer to Grants & Self-Supporting Programs Fund	0.5	0.0
Total Expenditure Adjustments	\$142.8	69.5
Budget Reductions		
Compensation Base Savings	(\$19.1)	(0.0)
One-Time Staffing & Transportation Radio Reserve	(8.2)	(0.0)
Substitute Rates	(2.3)	(0.0)
Fuel	(2.0)	(0.0)
Central Department Operating Account Reductions	(0.5)	(0.0)
Transfers to School Construction and County & School Debt Funds	(0.4)	(0.0)
Total Budget Reductions	(\$32.5)	(0.0)
FY 2017 Approved Budget	\$2,661.9	23,938.3

*Does not add due to rounding

Expenditure Adjustments

Expenditure adjustments for FY 2017 total \$142.8 million, including a net increase of 69.5 positions. These are offset by expenditure reductions totaling \$32.5 million. These adjustments include costs associated with enrollment and demographic changes, compensation changes, program operations and infrastructure changes, and budget reductions. A detailed description of the changes follows.

Enrollment and Student Demographics

**(\$6.7 million)
(96.1 positions)**

Enrollment and Student Demographics

Although the overall population of Fairfax County is projected to continue to grow in the future, FCPS is facing new indicators that differ from historical trends. From FY 2009 to FY 2015, FCPS' student enrollment grew by an average of 2,700 students per year. Enrollment growth has moderated in FY 2016 due to a lowering birth to kindergarten yield ratio and a rapidly declining in-migration of students. These factors indicate that student enrollment growth is projected to slow in future years.

The cost of enrollment and demographic changes is driven by both the number of students and demographic shifts in FCPS' enrollment. To calculate the cost of enrollment and demographic adjustments, FCPS staffing standards, approved by the School Board, are applied annually to each school's projections. This allows FCPS to calculate the number of school-based resources required to meet the needs of students at each individual school. The change from the prior year's Approved Budget is calculated to determine the cost of changes for enrollment and demographic adjustments.

The FY 2017 Approved Budget enrollment is projected to decrease by 1,703 students, as compared to the FY 2016 Approved Budget projection, after excluding students served outside FCPS and at the Fairfax Adult High School. This decrease in students results in fewer positions, totaling a reduction of \$13.4 million. This savings is offset by an increase in positions supporting students receiving English for Speakers of Other Languages services, \$2.6 million; changes in projected special education services due to an increase in the most intensive services, \$4.5 million, and reductions of \$0.3 million to psychologist and social worker positions. Based on enrollment and demographic changes, overall there is a net reduction of \$6.7 million, including 96.1 positions, from the FY 2016 Approved Budget.

**\$10.8 million
165.5 positions**

Elementary Class Size Reduction

To mitigate large class sizes in elementary schools, a new regulation with guidelines for grades K-6 was implemented in FY 2016. The regulation provides standard configurations, including class size caps, for kindergarten and grades 1-6. Funding totaling \$3.4 million, including 27.5 teacher positions and 40.0 instructional assistant positions, is added to support the ongoing commitment to alleviate large class sizes in elementary schools implemented in FY 2016. Additionally, funding totaling \$7.4 million, including 98.0 teacher positions, is added to help eliminate class size of 30 and above in elementary schools, wherever classroom space is available. This amount is included in the staffing reserve and increases the number of budgeted positions to 438.5 for FY 2017.

The cost of enrollment and demographic changes is driven by both the number of students and demographic shifts in FCPS' enrollment.

School Operating Fund Highlights

In addition to providing a step increase for eligible employees and a 1.0 percent MSA for all employees, \$40.0 million is budgeted as an initial enhancement to improve the teacher salary scale and enable FCPS to attract and retain the highest quality teachers.

Like other employers nationwide, FCPS is experiencing rising expenses, as health care costs continue to outpace general inflation and the number of claims increases.

Compensation

Base Salary Increase for All Employees (Step and 1.0 Percent Market Scale Adjustment) **\$62.2 million**
0.0 positions

The budget includes \$62.2 million to provide a step increase for eligible employees and a 1.0 percent MSA for all employees.

Teacher Salary Scale Enhancement **\$40.0 million**
0.0 positions

In addition to providing a step increase for eligible employees and a 1.0 percent MSA for all employees, \$40.0 million is budgeted as an initial enhancement to improve the teacher salary scale and enable FCPS to attract and retain the highest quality teachers. Findings from the Compensation Study showed that beginning teacher salaries (years 1 to 4) and ending teacher salaries (years 21 to maximum) are generally competitive among area school systems, but become increasingly non-competitive as employees attain 5 to 20 years of service. Findings indicate that over a 30-year career, an FCPS teacher earns \$142,000 less than the average of surrounding school-districts, and \$293,000 less than a teacher in Arlington County. To begin to close the gap between FCPS teacher salaries and the market average, steps with the greatest gap to the market average were targeted, and adjustments to the salary scales were made to reduce these gaps.

Living Wage Adjustment **\$0.3 million**
0.0 positions

The FY 2017 budget includes funding to bring the salary of all contracted employees currently below the living wage to the living wage minimum of \$13.13 per hour. These employees are part of the following groups: custodians, transportation attendants, and food service workers; however, food service workers will be funded by the Food and Nutrition Services Fund.

Health Insurance **\$13.8 million**
0.0 positions

Like other employers nationwide, FCPS is experiencing rising expenses, as health care costs continue to outpace general inflation and the number of claims increases. Calendar year 2016 rate increases for FCPS' medical plans are significant as compared to prior years, and further rate increases are projected for calendar year 2017. Even after FCPS increased co-pays, deductibles, and out-of-pocket maximums, these increases result in additional health costs of \$13.8 million for FY 2017. FCPS continues to offer a choice of three medical plans and two dental plans. FCPS contributes 85 percent of the medical plan cost for employees enrolled in individual plans and 75 percent of the plan cost for employees enrolled in family plans. FCPS contributes 70 percent of the dental plan cost for employees enrolled in a dental plan.

Virginia Retirement System State Life Insurance Rate **\$1.2 million**
0.0 positions

The Virginia Retirement System (VRS) state life insurance contribution rate increased from 1.19 percent for FY 2016 to 1.31 percent for FY 2017; which is 100 percent of the actuarially-determined rate. Of the total rate, the employer portion is 0.52 percent and the employee portion is 0.79 percent. However, FCPS pays 55.0 percent of the employees' contribution, making FCPS' total contribution rate 0.95 percent for the FY 2017 Approved Budget, as compared to 0.87 percent in the FY 2016 Approved Budget.

School Operating Fund Highlights

Virginia Retirement System Retirement Rates

\$11.9 million
0.0 positions

The Virginia Retirement System (VRS) employer contribution rate increased from 14.06 percent for FY 2016 to 14.66 percent for FY 2017. The new retirement contribution rate is approximately 90 percent of the actuarially-determined rate. The VRS contribution rate is projected to increase to 100 percent of the actuarially-determined rate on July 1, 2017. The employer contribution rate for the VRS retiree health care credit also increased from 1.06 percent for FY 2016 to 1.11 percent for FY 2017.

Fairfax County Employees' Retirement System (FCERS) Rate

\$1.6 million
0.0 positions

The FCERS employer contribution rate increased from 21.99 percent for FY 2016 to 22.91 percent for FY 2017. This rate increase results in an additional expenditure of \$1.6 million. While the majority of FCPS employees participate in VRS/ERFC, tradespersons, custodians, bus drivers, food service workers, and part-time employees participate in FCERS. The FCERS rate is set by the Fairfax County Board of Supervisors.

Program Operations and Infrastructure

Contractual Services

\$4.0 million
0.0 positions

Funding of \$4.0 million is required to address unavoidable increases in current service and maintenance contracts, and to meet increases in existing leases due to terms and conditions of negotiated contracts and/or renewals.

School Bus Replacement

\$2.2 million
0.0 position

For FY 2017, the increase of \$2.2 million for replacement buses will allow FCPS to replace an additional 112 buses. This additional funding brings the total budget for replacement buses to \$10.6 million. FCPS policy states that school buses should be replaced after no more than 15 years of service. After receipt of these buses, the fleet is projected to still have 95 buses older than 15 years.

Utilities

\$1.0 million
0.0 positions

The FY 2017 budget provides an additional \$1.0 million for electricity due to projected rate adjustments for FY 2017. The contract with Dominion Virginia Power allows for rate adjustments and FCPS is notified of any approved rate changes in February of each year.

Transfer to Grants and Self-Supporting Fund

\$0.5 million
0.0 positions

A transfer from the School Operating Fund to the Grants Subfund under the Grants and Self-Supporting Programs Fund provides local support to the Family and Early Childhood Education Program (FECEP). The FY 2017 Approved Budget includes an increase in the transfer of \$0.5 million to support the local match requirement that is necessary to receive federal and state funding.

FCPS policy states that school buses should be replaced after no more than 15 years of service. By FY 2017, the bus fleet is projected to have 95 buses older than 15 years.

School Operating Fund Highlights

Budget Reductions

Budget reductions totaling \$32.5 million are included in the FY 2017 Approved Budget and are described below.

Compensation Base Savings

(\$19.1 million)
(0.0 positions)

The \$19.1 million base savings represents the recurring savings due to position turnover in FY 2016. Position turnover represents the savings realized when experienced employees retire or leave the system and are replaced by employees with less experience who earn a lower salary. In addition to turnover, there are savings when positions are vacant and are waiting to be filled. The FY 2017 Approved Budget maintains the budgeted lapse rate of 2.1 percent.

One-time Staffing and Transportation Radio Reserve

(\$8.2 million)
(0.0 positions)

During the FY 2015 Midyear Budget Review, \$0.8 million in one-time funding was set aside to help address large class sizes in elementary schools in FY 2016. This one-time expenditure results in a budget reduction of \$0.8 million for FY 2017. Additional one-time funding of \$7.4 million was set aside during the FY 2015 Midyear Budget Review and included in the FY 2016 Approved Budget, for FCPS' share of the county's conversion of the public service radio system from an analog system to a digital system. This one-time expenditure results in a savings of \$7.4 million for FY 2017.

Substitute Rates

(\$2.3 million)
(0.0 positions)

The substitute rates for FY 2017 will be adjusted to include one short-term and one long-term substitute teacher rate and no longer differentiate pay for retired teachers from other substitute teachers. The substitute rates have been adjusted to reflect the market average among seven Virginia local school districts and result in a savings of \$2.3 million. However, at the FY 2016 Final Budget Review, the School Board voted to increase the substitute pay rates for FCPS retired teachers in FY 2017 at a cost of \$0.3 million. The rates will increase from \$14.23 to \$15.33 per hour for short-term assignments and from \$20.14 to \$21.91 per hour for long-term assignments.

Fuel

(\$2.0 million)
(0.0 positions)

Savings of \$2.0 million in fuel is being recognized in FY 2017 based on actual vehicle fuel rates experienced in FY 2016. Vehicle fuel rates for FY 2017 have been adjusted to align with the County fuel rate of \$2.00 per gallon for both gas and diesel fuel. To also align with the County and to address fluctuations in rates, FCPS created a fuel reserve with one-time funding at the FY 2016 Final Budget Review.

Central Department Operating Account Reductions

(\$0.5 million)
(0.0 positions)

The Superintendent will identify reductions totaling \$0.5 million in central operating accounts: for example, supplies, professional services and/or other operating accounts.

Transfers to School Construction and County and School Debt Service Funds

(\$0.4 million)
(0.0 positions)

Due to the timing of when Capital Improvement Program projects are completed, there is a decrease of \$0.4 million in the transfer from the School Operating Fund to the School Construction Fund. In addition, there is a decrease of \$1,850 in the transfer from the School Operating Fund to the Consolidated County and

To align with the County and to address fluctuations in fuel rates, FCPS created a fuel reserve with one time funding at year end.

School Operating Fund Highlights

Schools Debt Service Fund. This slight decrease represents the annual fluctuation of principal and interest payments owed on the bonds sold to finance the Gatehouse Administration Center.

Cost Avoidances

FCPS continuously seeks efficiencies through the implementation of cost savings programs. Two of the most recent cost avoidance initiatives include the energy conservation savings program and the elimination of analog phones. FCPS implemented an energy conservation program to provide energy management, conservation, and educational services divisionwide. A detailed action plan identified energy savings opportunities, optimized building profiles, and provided critical strategies to implement the program successfully. Since February 2014, FCPS has realized energy savings totaling \$3.4 million. The replacement of FCPS' legacy telephone infrastructure with an IP-based architecture that leverages existing FCPS data network will allow for centralized call control and features and will deliver a supportable, modernized telecommunications infrastructure to provide reliable service. The project is cost-neutral and avoids substantial increased costs going forward.

School Operating Fund Highlights

FCPS will face considerable future-year challenges, both in terms of decreasing or slow growing revenue and unavoidable expenditure increases.

Future Challenges

FCPS will face considerable future-year challenges, both in terms of decreasing or slow growing revenue and unavoidable expenditure increases.

Revenue

Locally, Fairfax County's revenue projections are showing very slow growth for upcoming fiscal years, and local revenue provides the majority of funding for FCPS. Revenues are not keeping pace with our growing enrollment and increasing costs. FCPS' significant cost drivers will continue in FY 2018, and beyond.

FCPS has been using one-time, year-end balances to pay for recurring expenditures because recurring revenues are falling short of meeting our needs. While the use of one-time funding helps to temporarily bridge the gap between the revenue available and expenditure needs, the use of one-time money to meet ongoing needs results in an acute structural deficit. FCPS requires recurring revenue to resolve this structural deficit. The amount of one-time funding available is decreasing as FCPS works towards reducing this deficit.

Expenditures

Student enrollment continues to increase, although at a slower rate, and student demographics continue to shift, reflecting increased needs. FCPS must serve all students, so enrollment growth and demographic shifts represent an unavoidable expenditure increase in future years.

Employee compensation is a divisionwide priority that also represents significant future costs. FCPS is currently completing a compensation study, and increasing salaries to the market average will require significant resources. In addition, the cost of employee benefits continues to increase. Since the state sets the rate and mandates a participation requirement for the Virginia Retirement System, a significant portion of benefit costs are unavoidable for FCPS.

Instructionally, FCPS has many unfunded needs. Class size increased three times during the economic downturn, and even after investments at the elementary level, large class sizes are a challenge for students and teachers. Extending the Family and Early Childhood Education program to eliminate the waiting list for pre-K services for students at risk is a countywide goal. In addition, students need access to technology and the internet at school and at home in order to learn and to compete in the world.

FCPS also faces challenges related to infrastructure. Recurring funding for preventive and major maintenance is essential to reducing long-term costs and extending the life of major systems.

School Operating Fund Highlights

Adjustments During the Budget Process

The previous section detailed the changes in the School Operating Fund Budget from the FY 2016 Approved Budget to the FY 2017 Approved Budget. To provide readers with the details of the changes based on each stage of the budget process, this section presents the changes starting from the Superintendent's FY 2017 Proposed Budget, the first phase of the budget process. [The FY 2017 Proposed Budget](#) was released on January 7, 2016, and is available online.

The adjacent chart highlights the changes included in the proposed budget.

FY 2017 Proposed Budget Expenditure Adjustments Changes from the FY 2016 Approved Budget *		
	\$ in Millions	Positions
FY 2016 Approved Budget	\$2,551.6	23,868.8
<i>Enrollment and Student Demographics</i>		
Enrollment & Student Demographics	(\$2.9)	(38.6)
Elementary Class Size Reduction	10.8	165.5
<i>Compensation</i>		
Base Salary Increase for All Employees (Step and 1% MSA)	62.2	0.0
Teacher Salary Scale Investment	40.0	0.0
Living Wage Adjustment	1.4	0.0
Health Insurance	16.5	0.0
Virginia Retirement System (VRS) Rate	11.9	0.0
Fairfax County Employees' Retirement System (FCERS) Rate	1.6	0.0
<i>Program Operations and Infrastructure</i>		
Contractual Services	4.0	0.0
School Bus Replacement	2.2	0.0
Utilities	1.0	0.0
Transfer to Grants & Self-Supporting Programs Fund	0.5	0.0
Total Expenditure Adjustments	\$149.2	127.0
<i>Budget Reductions</i>		
Compensation Base Savings	(\$19.1)	(0.0)
One-time Staffing & Transportation Radio Reserve	(8.2)	(0.0)
Transfers to School Construction and County & School Debt Funds	(0.4)	(0.0)
Total Budget Reductions	(\$27.7)	(0.0)
FY 2017 Proposed Budget	\$2,673.1	23,995.8

*Does not add due to rounding

FY 2017 Advertised Expenditure Adjustments From the FY 2017 Proposed Budget

The School Board makes any necessary adjustments to the proposed budget, which then becomes the advertised budget. The School Board adopted the FY 2017 Advertised Budget on February 4, 2016. There were no changes from the FY 2017 Proposed Budget to the [FY 2017 Advertised Budget](#). The advertised budget also is available online.

FY 2017 Approved Budget Expenditure Adjustments From the FY 2017 Advertised Budget

The approved budget was adopted by the School Board on May 26, 2016. The following table summarizes the changes made to the FY 2017 Advertised Budget at the FY 2017 Approved Budget stage. A brief description of each adjustment to the Advertised Budget is also provided.

The School Board makes any necessary adjustments to the proposed budget, which then becomes the advertised budget.

School Operating Fund Highlights

The revised student enrollment projection for FY 2017 totals 186,842 students, a decrease of 369 students as compared to the 187,211 students estimated in the FY 2017 Advertised Budget.

FY 2017 Approved Expenditure Adjustments Changes from the FY 2017 Advertised Budget*		
	\$ in Millions	Positions
FY 2017 Advertised Budget	\$2,673.1	23,995.8
Enrollment and Student Demographics		
Enrollment & Student Demographics	(3.8)	(57.5)
Compensation		
Living Wage Adjustment for Food Service Employees	(1.1)	(0.0)
Health Insurance	(2.6)	(0.0)
Virginia Retirement System Life Insurance Rate	1.2	0.0
Budget Reductions		
Substitute Pay Rates	(2.3)	(0.0)
Fuel	(2.0)	(0.0)
Central Department Operating Account Reductions	(0.5)	(0.0)
FY 2017 Approved Budget	\$2,661.9	23,938.3

*Does not add due to rounding

Unavoidable Expenditure Adjustments

(\$3.8 million)

Enrollment and Demographic Adjustments

(57.5 positions)

Compared to the FY 2017 Advertised Budget, enrollment projections are reduced by 369 students to 186,842 from 187,211. Based on the School Board approved staffing formula, the final projection for enrollment and student demographics results in a net reduction of \$3.8 million including 57.5 positions as compared to the FY 2017 Advertised Budget.

(\$1.1 million)

Living Wage Adjustment for Food Service Employees

(0.0 positions)

The FY 2017 Advertised Budget included funding to bring the salary of all contracted employees currently below living wage to the living wage minimum. These employees were part of the following groups: custodians, transportation attendants, and food service workers. The FY 2017 Approved Budget has moved the financial cost of the living wage for food service workers to the Food and Nutrition Services Fund, resulting in a savings of \$1.1 million for the School Operating Fund.

(\$2.6 million)

Health Insurance

(0.0 positions)

Employer contributions for health insurance are reduced by \$2.6 million as compared to the FY 2017 Advertised Budget based on the actual enrollment counts for calendar year 2016.

\$1.2 million

Virginia Retirement System Life Insurance Rate

0.0 positions

The state budget increased the rate for the Virginia Retirement System (VRS) state life insurance contribution. The rate increased from 1.19 percent to 1.31 percent. The employer portion is 0.52 percent and the employee portion is 0.79 percent. However, FCPS pays 55.0 percent of the employees' contribution, making FCPS' total contribution rate 0.95 percent for the FY 2017 Approved Budget, as compared to 0.87 percent for the FY 2017 Advertised Budget.

School Operating Fund Highlights

Substitute Rates

**(\$2.3 million)
(0.0 positions)**

The substitute rates for FY 2017 were adjusted to include one short-term and one long-term substitute teacher rate and no longer differentiate pay for retired teachers from other substitute teachers. The substitute rates were adjusted to reflect the market average among seven Virginia local school districts and result in a savings of \$2.3 million. However, at the FY 2016 Final Budget Review, the School Board voted to increase the substitute pay rates for FCPS retired teachers in FY 2017 at a cost of \$0.3 million. The rates will increase from \$14.23 to \$15.33 per hour for short-term assignments and from \$20.14 to \$21.91 per hour for long-term assignments.

Substitute rates in the FY 2017 Approved Budget were adjusted to reflect the market average among seven Virginia local school districts.

Fuel

**(\$2.0 million)
(0.0 positions)**

Savings of \$2.0 million in fuel is being recognized in FY 2017 based on actual vehicle fuel rates experienced in FY 2016. Vehicle fuel rates for FY 2017 have been adjusted to align with the County fuel rate of \$2.00 per gallon for both gas and diesel fuel. To also align with the County and to address fluctuations in rates, FCPS created a fuel reserve with one-time funding at the FY 2016 Final Budget Review.

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Central Department Operating Account Reductions

**(\$0.5 million)
(0.0 positions)**

The Superintendent will identify reductions totaling \$0.5 million in central operating accounts: for example, supplies, professional services and/or other operating accounts.

Organizational



Click on the items below to be directed to the appropriate page

[Division Organization](#)

[School Organization](#)

[School Board Strategic Plan](#)

[Standards of Learning](#)

[Unfunded Mandates](#)

[Budget Planning Process](#)

[Budget Process](#)

[School Board Funds](#)

[Policies and Practices](#)

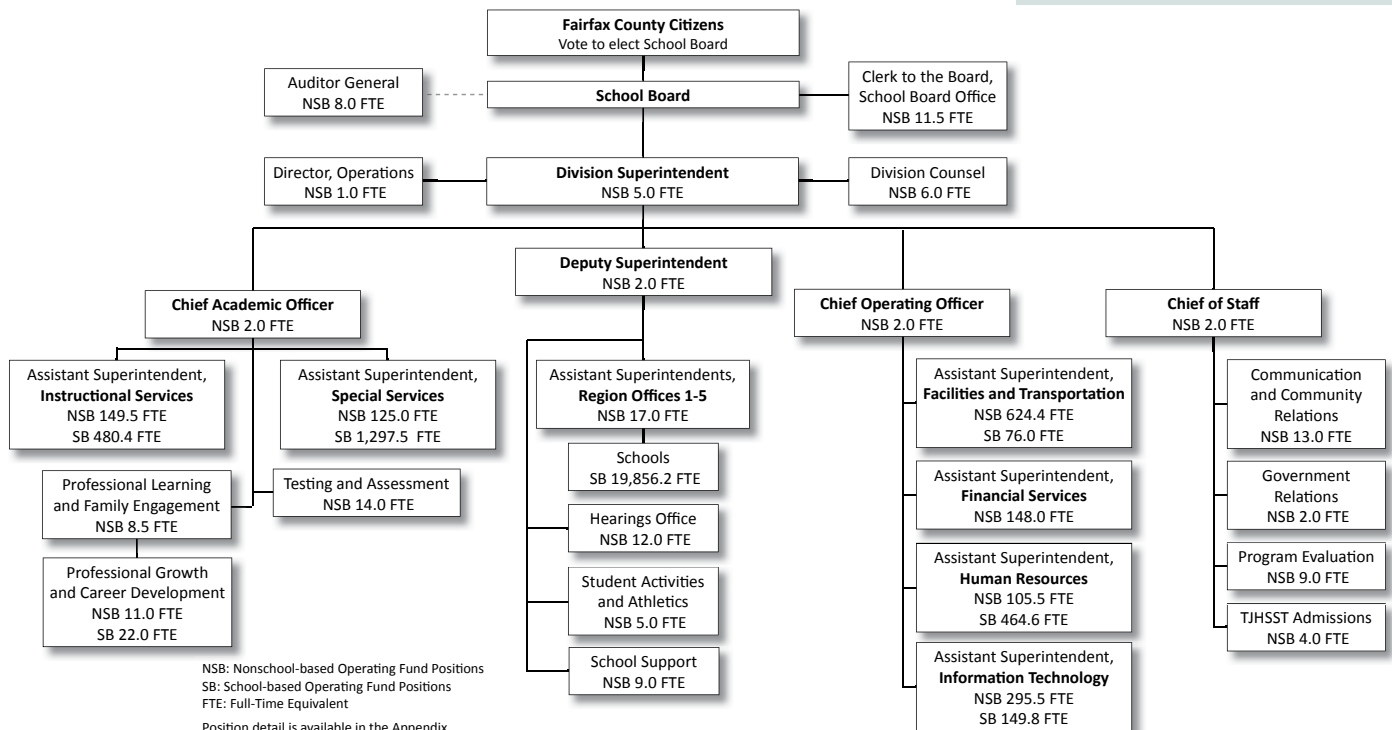
Division Organization

Fairfax County Public Schools is the largest school division in Virginia and the 10th largest in the United States out of more than 15,000 school divisions. The organizational structure of FCPS is focused on meeting the needs of more than 186,000 preschool through grade 12 students while managing 198 schools and centers. The Division Superintendent works closely with the deputy superintendent and the assistant superintendents who oversee the day-to-day operations of the schools.

Fairfax County Public Schools is the largest school division in Virginia and the 10th largest in the United States.

The schools and regions are supported by six departments that consist of both school-based and nonschool-based positions, as illustrated in the chart below. School-based positions work in schools, special education centers, and in programs for students in other locations (e.g., alternative learning centers). Positions that are centrally managed by a department but are located at a school are also considered school-based (e.g., Technology Support Specialists). Nonschool-based positions work at administrative sites to provide divisionwide support (e.g., payroll).

Effective July 1, 2016, and to move the Strategic Plan forward, functions from the departments of Instructional Services, Special Services, and Human Resources were realigned with no net impact; position adjustments were recognized as part of the FY 2016 Final Budget Review. From Instructional Services, functions were realigned to the Deputy Superintendent with the newly created office of School Support recognizing the growing need to provide continuous support to all schools. From Human Resources, Instructional Services, and Special Services, functions were realigned to the Chief Academic Officer with the newly created office of Professional Learning and Family Engagement and Professional Growth and Career Development to better provide a strategic approach to professional learning with a comprehensive and systemwide framework for teachers, staff, administrators, and parents.



School Organization

Each region in FCPS has more students than an average size school district in the United States.

Each region in FCPS has more students than an average size school district in the United States.

Fairfax County School Board

The Fairfax County School Board is charged by the statutes of Virginia and the regulations of the Virginia Board of Education with providing and operating the public schools of Fairfax County. It is the function of the Board to set general school policy and, within the framework of State Board regulations, to establish guidelines and rules that will ensure the proper administration of the county school program. Residents are encouraged to attend School Board meetings and public hearings.

The twelve School Board members are elected for four-year terms; one member represents each of the county's nine magisterial districts, and three members serve at large. A student representative, selected for a one-year term by the Student Advisory Council, sits with the Board at all public meetings and participates in discussions, but does not vote.

Schools and Centers

Schools and centers are divided into five regions and each is supported by a region office consisting of a 1.0 assistant superintendent, a 1.0 executive principal, and a 1.0 executive assistant. Additionally there are 2.0 executive principals specifically focused on school improvement. Each region in FCPS has more students than an average size school district in the United States. The region assistant superintendents and region offices oversee collaboration among schools, instruction, student achievement, school improvement planning, principal selection and evaluation, and community communications for the schools and centers in their respective regions.

Fairfax County Public Schools Regions Map



School Organization

In addition to offering core instructional programs that are designed to maximize learning opportunities at each of the 198 schools and centers, FCPS provides a variety of unique instructional programs at individual schools to meet the needs of the students.

Schools and Centers	
Elementary (K-6)	123
Elementary (K-5)	12
Elementary (K-3)	2
Elementary (K-2)	1
Elementary (3-5)	1
Elementary (4-6)	2
Middle (7-8)	20
Middle (6-8)	3
High (9-12)	22
Secondary (7-12)	3
Alternative High	2
Special Education Centers	7
Total	198

Instructional Programs Summary

The chart below lists the number of schools served by specific instructional programs. Details on all instructional programs are in the [Programs and Departments](#) section of this book.

Instructional Programs Summary	
	Schools
Family and Early Childhood Education	65
International Baccalaureate Programs at Middle, High, and Secondary Schools	15
Elementary Magnet Schools	3
State K-3 Reduced Ratio Schools	47
Language Immersion	30
Advanced Placement	17
Project Momentum	40
Title I Schools	46

A listing of schools and centers by region follows. This listing includes addresses and phone numbers for all schools and centers, as well as selected instructional programs.

FCPS provides a variety of unique instructional programs at individual schools to meet the needs of the students.

Number of Students by Grade	
Kindergarten	12,370
Grade 1	12,809
Grade 2	13,106
Grade 3	13,689
Grade 4	13,363
Grade 5	13,046
Grade 6	12,788
Grade 7	12,359
Grade 8	12,310
Grade 9	13,074
Grade 10	12,691
Grade 11	13,237
Grade 12	12,232
Subtotal	167,074
Special Ed Level 2 and Preschool	16,231
FECEP	1,727
Alternative	1,810
CIP Planning Total	186,842
Students served at Fairfax Adult HS or outside FCPS	939
Total	187,781

Region 1

Douglas Tyson, Assistant Superintendent
8115 Gatehouse Road, Falls Church, VA 22042
571-423-1110

Schools

(For more information, click on the school name to visit the school home page.)

Herndon High 703-810-2200 700 Bennett St Herndon 20170	Langley High 703-287-2700 6520 Georgetown Pike McLean 22101	Madison High 703-319-2300 2500 James Madison Dr Vienna 22181	Oakton High 703-319-2700 2900 Sutton Rd Vienna 22181	South Lakes High 703-715-4500 11400 South Lakes Dr Reston 20191
Herndon Middle 703-904-4800 901 Locust St Herndon 20170	Cooper Middle 703-442-5800 977 Balls Hill Rd McLean 22101	Thoreau Middle 703-846-8000 2505 Cedar Ln Vienna 22180	Carson Middle 703-925-3600 13618 McLearn Rd Herndon 20171	Hughes Middle 703-715-3600 11401 Ridge Heights Rd Reston 20191
Aldrin 703-904-3800 11375 Center Harbor Rd Reston 20194	Churchill Road 703-288-8400 7100 Churchill Rd McLean 22101	Cunningham Park 703-255-5600 1001 Park St, SE Vienna 22180	Crossfield 703-295-1100 2791 Fox Mill Rd Herndon 20171	Dogwood 703-262-3100 12300 Glade Dr Reston 20191
Armstrong 703-375-4800 11900 Lake Newport Rd Reston 20194	Colvin Run 703-757-3000 1400 Trap Rd Vienna 22182	Flint Hill 703-242-6100 2444 Flint Hill Rd Vienna 22181	Mosby Woods 703-937-1600 9819 Five Oaks Rd Fairfax 22031	Forest Edge 703-925-8000 1501 Becontree Ln Reston 20190
Clearview 703-708-6000 12635 Builders Rd Herndon 20170	Forestville 703-404-6000 1085 Utterback Store Rd Great Falls 22066	Louise Archer 703-937-6200 324 Nutley St, NW Vienna 22180	Navy 703-262-7100 3500 West Ox Rd Fairfax 22033	Fox Mill 703-262-2700 2611 Viking Dr Herndon 20171
Dranesville 703-326-5200 1515 Powells Tavern Pl Herndon 20170	Great Falls 703-757-2100 701 Walker Rd Great Falls 22066	Marshall Road 703-937-1500 730 Marshall Rd, SW Vienna 22180	Oakton 703-937-6100 3000 Chain Bridge Rd Oakton 22124	Hunters Woods for the Arts and Sciences 703-262-7400 2401 Colts Neck Rd Reston 20191
Herndon 703-326-3100 630 Dranesville Rd Herndon 20170	Spring Hill 703-506-3400 8201 Lewinsville Rd McLean 22102	Vienna 703-937-6000 128 Center St, S Vienna 22180	Waples Mill 703-390-7700 11509 Waples Mill Rd Oakton 22124	Lake Anne 703-326-3500 11510 North Shore Dr Reston 20190
Hutchison 703-925-8300 13209 Parcher Ave Herndon 20170		Wolftrap 703-319-7300 1903 Beulah Rd Vienna 22182		Sunrise Valley 703-715-3800 10824 Cross School Rd Reston 20191
		Cedar Lane Center 703-208-2400 101 Cedar Ln, SW Vienna 22180		Terraset 703-390-5600 11411 Ridge Heights Rd Reston 20191

Programs

Region 1

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Elementary (29)

- Aldrin
- Armstrong
- Churchill Road
- Clearview
- Colvin Run
- Crossfield
- Cunningham Park
- Dogwood
- Dranesville
- Flint Hill
- Forest Edge
- Forestville
- Fox Mill
- Great Falls
- Herndon
- Hunters Woods
- Hutchison
- Lake Anne
- Louise Archer
- Marshall Road
- Mosby Woods
- Navy
- Oakton
- Spring Hill
- Sunrise Valley
- Terraset
- Vienna
- Waples Mill
- Wolftrap

	FECEP	IB	M	K-3	LI	AP	MNM	T1
Aldrin								
Armstrong								
Churchill Road								
Clearview	•			•			•	•
Colvin Run								
Crossfield								
Cunningham Park	•							
Dogwood	•			•			•	•
Dranesville	•			•			•	
Flint Hill								
Forest Edge	•			•				
Forestville								
Fox Mill					•			
Great Falls					•			
Herndon	•			•	•		•	•
Hunters Woods	•		•					
Hutchison	•			•			•	•
Lake Anne	•			•	•			
Louise Archer								
Marshall Road								
Mosby Woods	•							
Navy								
Oakton								
Spring Hill								
Sunrise Valley								
Terraset								
Vienna								
Waples Mill								
Wolftrap								

Programs

Region 1

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Middle (5)

- Carson
- Cooper
- Herndon
- Hughes
- Thoreau

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High (5)

- Herndon
- Langley
- Madison
- Oakton
- South Lakes

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Special Ed Centers (1)

- Cedar Lane

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Total Programs

	FECEP	IB	M	K-3	LI	AP	MNM	T1
Elementary	10	0	1	7	4	0	5	4
Middle	0	1	0	0	4	0	1	0
High/Secondary	0	1	0	0	0	4	0	0

*Adjustments to school designations for Project Momentum may be necessary when final state and federal 2016-17 accountability results become available.

Region 2

Fabio Zuluaga, Assistant Superintendent
8115 Gatehouse Road, Falls Church, VA 22042
571-423-1120

Schools

(For more information, click on the school name to visit the school home page.)

Annandale High 703-642-4100 4700 Medford Dr Annandale 22003	Falls Church High 703-207-4000 7521 Jaguar Trail Falls Church 22042	Marshall High 703-714-5400 7731 Leesburg Pike Falls Church 22043	McLean High 703-714-5700 1633 Davidson Rd McLean 22101	Stuart High 703-824-3900 3301 Peace Valley Ln Falls Church 22044	Thomas Jefferson High for Science and Technology (TJHSST) 703-750-8300 6560 Braddock Rd Alexandria 22312
Holmes Middle 703-658-5900 6525 Montrose St Alexandria 22312	Jackson Middle 703-204-8100 3020 Gallows Rd Falls Church 22042	Kilmer Middle 703-846-8800 8100 Wolftrap Rd Vienna 22182	Longfellow Middle 703-533-2600 2000 Westmoreland St Falls Church 22043	Glasgow Middle 703-813-8700 4101 Fairfax Pkwy Alexandria 22312	
Poe Middle 703-813-3800 7000 Cindy Ln Annandale 22003	Camelot 703-645-7000 8100 Guinevere Dr Annandale 22003	Freedom Hill 703-506-7800 1945 Lord Fairfax Rd Vienna 22182	Chesterbrook 703-714-8200 1753 Kirby Rd McLean 22101	Bailey's for the Arts and Sciences 703-575-6800 6111 Knollwood Dr Falls Church 22041	
Annandale Terrace 703-658-5600 7604 Herald St Annandale 22003	Fairhill 703-208-8100 3001 Chichester Ln Fairfax 22031	Lemon Road 703-711-6400 7230 Idylwood Rd Falls Church 22043	Franklin Sherman 703-506-7900 6630 Brawner St McLean 22101	Bailey's for the Arts and Sciences (Upper) 703-503-2700 6245 Leesburg Pike Falls Church 22044	
Braddock 703-914-7300 7825 Heritage Dr Annandale 22003	Graham Road 571-226-2700 2831 Graham Rd Falls Church 22042	Shreveview 703-645-6600 7525 Shreve Rd Falls Church 22043	Haycock 703-531-4000 6616 Haycock Rd Falls Church 22043	Beech Tree 703-531-2600 3401 Beech Tree Ln Falls Church 22042	
Bren Mar Park 703-914-7200 6344 Beryl Rd Alexandria 22312	Pine Spring 571-226-4400 7607 Willow Ln Falls Church 22042	Stenwood 703-208-7600 2620 Gallows Rd Vienna 22180	Kent Gardens 703-394-5600 1717 Melbourne Dr McLean 22101	Belvedere 703-916-6800 6540 Columbia Pike Falls Church 22041	
Columbia 703-916-2500 6720 Alpine Dr Annandale 22003	Westlawn 703-241-5100 3200 Westley Rd Falls Church 22042	Westbriar 703-937-1700 1741 Pine Valley Dr Vienna 22182	Timber Lane 703-206-5300 2737 West St Falls Church 22046	Glen Forest 703-578-8000 5829 Glen Forest Dr Falls Church 22041	
Mason Crest 571-226-2600 3705 Crest Dr Annandale 22003	Woodburn for the Fine and Communicative Arts 703-641-8200 3401 Hemlock Dr Falls Church 22042	Westgate 703-610-5700 7500 Magarity Rd Falls Church 22043		Parklawn 703-914-6900 4116 Braddock Rd Alexandria 22312	
North Springfield 703-658-5500 7602 Heming Ct Springfield 22151		Davis Career Center 703-714-5600 7731 Leesburg Pike Falls Church 22043		Sleepy Hollow 703-237-7000 3333 Sleepy Hollow Rd Falls Church 22044	
Weyanoke 703-813-5400 6520 Braddock Rd Alexandria 22312		Kilmer Center 571-226-8440 8102 Wolftrap Rd Vienna 22182			

Programs

Region 2

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Elementary (31)

- Annandale Terrace
- Bailey's
- Bailey's Upper
- Beech Tree
- Belvedere
- Braddock
- Bren Mar Park
- Camelot
- Chesterbrook
- Columbia
- Fairhill
- Franklin Sherman
- Freedom Hill
- Glen Forest
- Graham Road
- Haycock
- Kent Gardens
- Lemon Road
- Mason Crest
- North Springfield
- Parklawn
- Pine Spring
- Shrevewood
- Sleepy Hollow
- Stenwood
- Timber Lane
- Westbriar
- Westgate
- Westlawn
- Weyanoke
- Woodburn

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Programs

Region 2

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Middle (6)

- Glasgow (6-8)
- Holmes (6-8)
- Jackson
- Kilmer
- Longfellow
- Poe (6-8)

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High (6)

- Annandale
- Falls Church
- Marshall
- McLean
- Stuart
- Thomas Jefferson

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Special Ed Centers (2)

- Davis
- Kilmer

Total Programs

	FECEP	IB	M	K-3	LI	AP	MNM	T1
Elementary	20	0	2	19	4	0	7	17
Middle	0	3	0	0	2	0	2	0
High/Secondary	0	3	0	0	0	3	1	0

*Adjustments to school designations for Project Momentum may be necessary when final state and federal 2016-17 accountability results become available.

Region 3

Terry Dade, Assistant Superintendent
8115 Gatehouse Road, Falls Church, VA 22042
571-423-1130

Schools

(For more information, click on the school name to visit the school home page.)

Edison High 703-924-8000 5801 Franconia Rd Alexandria 22310	Hayfield Secondary 703-924-7400 7630 Telegraph Rd Alexandria 22315	Lee High 703-924-8300 6540 Franconia Rd Springfield 22150	Mount Vernon High 703-619-3100 8515 Old Mt Vernon Rd Alexandria 22309	West Potomac High 703-718-2500 6500 Quander Rd Alexandria 22307	Bryant Alternative High 703-660-2001 2709 Popkins Ln Alexandria 22306
Twain Middle 703-313-3700 4700 Franconia Rd Alexandria 22310	Gunston 703-541-3600 10100 Gunston Rd Lorton 22079	Key Middle 703-313-3900 6402 Franconia Rd Springfield 22150	Whitman Middle 703-660-2400 2500 Parkers Ln Alexandria 22306	Sandburg Middle 703-799-6100 8428 Fort Hunt Rd Alexandria 22308	Pulley Career Center 703-718-2700 6500 Quander Rd Alexandria 22307
Bush Hill 703-924-5600 5927 Westchester St Alexandria 22310	Hayfield 703-924-4500 7633 Telegraph Rd Alexandria 22315	Crestwood 703-923-5400 6010 Hanover Ave Springfield 22150	Fort Belvoir Primary 703-781-2700 5970 Meeres Rd Fort Belvoir 22060	Belle View 703-660-8300 6701 Fort Hunt Rd Alexandria 22307	Quander Road School 703-718-2400 6400 Quander Rd Alexandria 22307
Cameron 703-329-2100 3434 Campbell Dr Alexandria 22303	Island Creek 571-642-6300 7855 Morning View Ln Alexandria 22315	Forestdale 703-313-4300 6530 Elder Ave Springfield 22150	Fort Belvoir Upper 571-982-1300 5980 Meeres Rd Fort Belvoir 22060	Fort Hunt 703-619-2600 8832 Linton Ln Alexandria 22308	
Clermont 703-921-2400 5720 Clermont Dr Alexandria 22310	Lane 703-924-7700 7137 Beulah St Alexandria 22315	Garfield 703-923-2900 7101 Old Keene Mill Rd Springfield 22150	Mount Vernon Woods 703-619-2800 4015 Fielding St Alexandria 22309	Groveton 703-718-8000 6900 Harrison Ln Alexandria 22306	
Franconia 703-822-2200 6301 Beulah St Alexandria 22310	Lorton Station 571-642-6000 9298 Lewis Chapel Rd Lorton 22079	Lynbrook 703-866-2940 5801 Backlick Rd Springfield 22150	Riverside 703-799-6000 8410 Old Mt Vernon Rd Alexandria 22309	Hollin Meadows 703-718-8300 2310 Nordok Pl Alexandria 22306	
Mount Eagle 703-721-2100 6116 N. Kings Hwy Alexandria 22303		Saratoga 703-440-2600 8111 Northumberland Rd Springfield 22153	Washington Mill 703-619-2500 9100 Cherrytree Dr Alexandria 22309	Hybla Valley 703-718-7000 3415 Lockheed Blvd Alexandria 22306	
Rose Hill 703-313-4200 6301 Rose Hill Dr Alexandria 22310		Springfield Estates 703-921-2300 6200 Charles C Goff Dr Springfield 22150	Woodlawn 703-619-4800 8505 Highland Ln Alexandria 22309	Stratford Landing 703-619-3600 8484 Riverside Rd Alexandria 22308	
		Key Center 703-313-4000 6404 Franconia Rd Springfield 22150	Woodley Hills 703-799-2000 8718 Old Mt Vernon Rd Alexandria 22309	Waynewood 703-704-7100 1205 Waynewood Blvd Alexandria 22308	

Programs

Region 3

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Elementary (32)

Belle View	•						
Bucknell	•		•			•	•
Bush Hill							
Cameron	•		•			•	•
Clermont							
Crestwood	•		•			•	•
Forestdale	•		•			•	•
Fort Belvoir Primary						•	
Fort Belvoir Upper						•	
Fort Hunt				•			
Franconia							
Garfield	•		•				•
Groveton	•		•	•		•	•
Gunston							
Hayfield							
Hollin Meadows	•		•				•
Hybla Valley	•		•				•
Island Creek							
Lane							
Lorton Station	•		•				•
Lynbrook	•		•			•	•
Mount Eagle	•		•			•	•
Mt. Vernon Woods	•		•			•	•
Riverside	•		•			•	•
Rose Hill			•	•		•	•
Saratoga	•		•			•	•
Springfield Estates	•						•
Stratford Landing							
Washington Mill	•		•	•		•	•
Waynewood							
Woodlawn	•		•			•	•
Woodley Hills	•		•			•	•

Programs

Region 3

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Middle (4)

Key	•						
Sandburg				•		•	
Twain	•			•			
Whitman	•					•	

High (5)

Hayfield (7-12)				•	•		
Edison	•						
Lee	•					•	
Mount Vernon	•	•				•	
West Potomac	•				•	•	

Alternative HS (1)

Bryant							
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Special Ed Centers (3)

Key							
Pulley							
Quander Road							

Total Programs

	FECEP	IB	M	K-3	LI	AP	MNM	T1
Elementary	19	0	0	18	4	0	16	19
Middle	0	3	0	0	2	0	2	0
High/Secondary	2	3	0	0	1	2	3	0

*Adjustments to school designations for Project Momentum may be necessary when final state and federal 2016-17 accountability results become available.

Region 4

Angela Atwater, Assistant Superintendent
8115 Gatehouse Road, Falls Church, VA 22042
571-423-1140

Schools

(For more information, click on the school name to visit the school home page.)

<u>Centreville High</u> 703-802-5400 6001 Union Mill Rd Clifton 20124	<u>Lake Braddock Secondary</u> 703-426-1000 9200 Burke Lake Rd Burke 22015	<u>Robinson Secondary</u> 703-426-2100 5035 Sideburn Rd Fairfax 22032	<u>South County High</u> 703-446-1600 8501 Silverbrook Rd Lorton 22079	<u>West Springfield High</u> 703-913-3800 6100 Rolling Rd Springfield 22152
<u>Liberty Middle</u> 703-988-8100 6801 Union Mill Rd Clifton 20124	<u>Cherry Run</u> 703-923-2800 9732 Ironmaster Dr Burke 22015	<u>Bonnie Brae</u> 703-321-3900 5420 Sideburn Rd Fairfax 22032	<u>South County Middle</u> 703-690-5500 8700 Laurel Crest Dr Lorton 22079	<u>Irving Middle</u> 703-912-4500 8100 Old Keene Mill Rd Springfield 22152
<u>Bull Run</u> 703-227-1400 15301 Lee Hwy Centreville 20121	<u>Kings Glen</u> 703-239-4000 5401 Danbury Forest Dr Springfield 22151	<u>Fairview</u> 703-503-3700 5815 Ox Rd Fairfax Station 22039	<u>Halley</u> 703-551-5700 8850 Cross Chase Cir Fairfax Station 22039	<u>Cardinal Forest</u> 703-923-5200 8600 Forrester Blvd Springfield 22152
<u>Centre Ridge</u> 703-227-2600 14400 New Braddock Rd Centreville 20121	<u>Kings Park</u> 703-426-7000 5400 Harrow Way Springfield 22151	<u>Laurel Ridge</u> 703-426-3700 10110 Commonwealth Blvd Fairfax 22032	<u>Laurel Hill</u> 703-551-5300 8390 Laurel Crest Drive Lorton 22079	<u>Hunt Valley</u> 703-913-8800 7107 Sydenstricker Rd Springfield 22152
<u>Centreville</u> 703-502-3500 14330 Green Trails Blvd Centreville 20121	<u>Ravensworth</u> 703-426-3600 5411 Nutting Dr Springfield 22151	<u>Oak View</u> 703-764-7100 5004 Sideburn Rd Fairfax 22032	<u>Newington Forest</u> 703-923-2600 8001 Newington Forest Ave Springfield 22153	<u>Keene Mill</u> 703-644-4700 6310 Bardu Ave Springfield 22152
<u>Powell</u> 571-522-6000 13340 Leland Rd Centreville 20120	<u>Sangster</u> 703-644-8200 7420 Reservation Dr Springfield 22153	<u>Terra Centre</u> 703-249-1400 6000 Burke Centre Pkwy Burke 22015	<u>Silverbrook</u> 703-690-5100 9350 Crosspointe Dr Fairfax Station 22039	<u>Orange Hunt</u> 703-913-6800 6820 Sydenstricker Rd Springfield 22152
<u>Union Mill</u> 703-322-8500 13611 Springstone Dr Clifton 20124	<u>White Oaks</u> 703-923-1400 6130 Shiplett Blvd Burke 22015			<u>Rolling Valley</u> 703-923-2700 6703 Barnack Dr Springfield 22152
<u>Mountain View Alternative High</u> 703-227-2316 5775 Spindle Ct Centreville 20121	<u>Burke School</u> 703-426-7300 9645 Burke Lake Rd Burke 22015			<u>West Springfield</u> 703-912-4400 6802 Deland Dr Springfield 22152

Programs

Region 4

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Middle (3)

Irving				•			
Liberty							
South County							

High/Secondary (5)

Centreville					•		
Lake Braddock (7-12)				•	•		
Robinson (7-12)	•	•		•			
South County					•		
West Springfield					•		

Alternative HS (1)

Mountain View							
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Special Ed Center (1)

Burke							
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Total Programs

	FECEP	IB	M	K-3	LI	AP	MNM	T1
Elementary	6	0	0	0	4	0	1	1
Middle	0	0	0	0	1	0	0	0
High/Secondary	1	1	0	0	2	4	0	0

*Adjustments to school designations for Project Momentum may be necessary when final state and federal 2016-17 accountability results become available.

Region 5

Frances Ivey, Assistant Superintendent
8115 Gatehouse Road, Falls Church, VA 22042
571-423-1150

Schools

(For more information, click on the school name to visit the school home page.)

Chantilly High 703-222-8100 4201 Stringfellow Rd Chantilly 20151	Fairfax High 703-219-2200 3501 Rebel Run Fairfax 22030	Westfield High 703-488-6300 4700 Stonecroft Blvd Chantilly 20151	Woodson High 703-503-4600 9525 Main St Fairfax 22031
Franklin Middle 703-904-5100 3300 Lees Corner Rd Chantilly 20151	Lanier Middle 703-934-2400 3801 Jermantown Rd Fairfax 22030	Stone Middle 703-631-5500 5500 Sully Park Dr Centreville 20120	Frost Middle 703-426-5700 4101 Pickett Rd Fairfax 22032
Rocky Run Middle 703-802-7700 4400 Stringfellow Rd Chantilly 20151	Daniels Run 703-279-8400 3705 Old Lee Hwy Fairfax 22030	Cub Run 703-633-7500 5301 Sully Station Dr Centreville 20120	Canterbury Woods 703-764-5600 4910 Willet Dr Annandale 22003
Brookfield 703-814-8700 4200 Lees Corner Rd Chantilly 20151	Eagle View 703-322-3100 4500 Dixie Hill Rd Fairfax 22030	Deer Park 703-802-5000 15109 Carlbern Dr Centreville 20120	Fairfax Villa 703-267-2800 10900 Santa Clara Dr Fairfax 22030
Greenbriar East 703-633-6400 13006 Point Pleasant Dr Fairfax 22033	Providence 703-460-4400 3616 Jermantown Rd Fairfax 22030	Floris 703-561-2900 2708 Centreville Rd Herndon 20171	Little Run 703-503-3500 4511 Olley Ln Fairfax 22032
Greenbriar West 703-633-6700 13300 Poplar Tree Rd Fairfax 22033	Willow Springs 703-679-6000 5400 Willow Springs School Rd Fairfax 22030	London Towne 703-227-5400 6100 Stone Rd Centreville 20120	Mantua 703-645-6300 9107 Horner Ct Fairfax 22031
Lees Corner 703-227-3500 13500 Hollinger Ave Fairfax 22033		Lutie Lewis Coates 703-713-3000 2480 River Birch Rd Herndon 20171	Olde Creek 703-426-3100 9524 Old Creek Dr Fairfax 22032
Oak Hill 703-467-3500 3210 Kinross Cir Herndon 20171		McNair 703-793-4800 2499 Thomas Jefferson Dr Herndon 20171	Wakefield Forest 703-503-2300 4011 Iva Ln Fairfax 22032
Poplar Tree 703-633-7400 13440 Melville Ln Chantilly 20151		Virginia Run 703-988-8900 15450 Martins Hundred Dr Centreville 20120	Fairfax County Adult High 703-503-6407 4105 Whitacre Rd Fairfax 22032

Programs

Region 5

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Elementary (23)

- Brookfield
- Canterbury Woods
- Coates
- Cub Run
- Daniels Run
- Deer Park
- Eagle View
- Fairfax Villa
- Floris
- Greenbriar East
- Greenbriar West
- Lees Corner
- Little Run
- London Towne
- Mantua
- McNair
- Oak Hill
- Olde Creek
- Poplar Tree
- Providence
- Virginia Run
- Wakefield Forest
- Willow Springs

•			•				•
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•			•	•			•
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•							
•							•
•							

Programs

Region 5

<i>Family and Early Childhood Education</i>	<i>International Baccalaureate</i>	<i>Magnet</i>	<i>State K-3 Reduced Ratio Schools</i>	<i>Language Immersion</i>	<i>Advanced Placement</i>	<i>Project Momentum*</i>	<i>Title I</i>
FECEP	IB	M	K-3	LI	AP	MNM	T1

Middle (5)

- Franklin
- Frost
- Lanier
- Rocky Run
- Stone

				•			

High (4)

- Chantilly
- Fairfax
- Westfield
- Woodson

•					•		
					•		
					•		
					•		

Total Programs

- Elementary
- Middle
- High/Secondary

	FECEP	IB	M	K-3	LI	AP	MNM	T1
Elementary	6	0	0	3	1	0	2	5
Middle	0	0	0	0	1	0	0	0
High/Secondary	1	0	0	0	0	4	0	0

*Adjustments to school designations for Project Momentum may be necessary when final state and federal 2016-17 accountability results become available.

The Fairfax County School Board recognizes that it has a unique and important role to play in assuring that the school system achieves the results expected by the community and deserved by the students the school system serves. The Board also recognizes that as an elected Board that represents and serves the people of the county, it must design for itself a governing process that allows it to exercise its responsibilities in a manner that assures that the staff, under the authority of the Superintendent, has the freedom and authority to do its work without interference but also has full accountability for the results of its decisions. And, the Board accepts the challenge to perform its own duties with the same degree of excellence expected of the Superintendent and staff.

Ignite, the FCPS five-year Strategic Plan, was developed with input from more than 30,000 stakeholders over the past year and a half. Its four goals, Student Success, Caring Culture, Premier Workforce, and Resource Stewardship, are built upon the foundation of the FCPS *Portrait of a Graduate*, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS.

The Strategic Plan provides a framework for decision making that builds upon a common mission, vision, and guiding principles held by the community. A broad spectrum of data was utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Strategic Planning process included extensive outreach with stakeholders invited to participate in both focus groups and surveys. Community member, parent, employee, and student input provided the basis for the plans' development. The Strategic Plan is the result of sound research and represents the shared values and priorities of the Division's stakeholders.

With a clear mission, vision, and guiding principles, the Strategic Plan describes the Division's priorities in the ongoing work to achieve continuous improvement. Each year, quarterly reports to the School Board provide updates on the four goals of the Strategic Plan. The reports focus on the work accomplished, results achieved, and outlines major activities for the coming year that are designed to address areas in need of improvement. Additional information regarding the reports presented to the School Board can be found on the FCPS website at <http://www.fcps.edu/news/strategic.shtml>.

School system performance will be monitored regularly throughout the year by the Board to assure that reasonable progress is being made. The Board will monitor its own performance just as rigorously in order to assure excellent performance at all levels, from the Boardroom to the classroom. The Fairfax County School Board believes that the Strategic Plan will assure that our very good school system will become an even better one. Detailed Strategic Plan information can be found on the FCPS website at www.fcps.edu/schlbld/index.shtml.

Beliefs

- Each student is entitled to an excellent education that meets his or her individual needs.
- Dynamic and supportive partnerships among students, parents, educators, and the community are critical to meet student needs and provide enriching experiences.
- Effective educators are essential to student success.
- Families play a fundamental role in their children's education.
- High expectations inspire high performance.

With a clear mission, vision, and guiding principles, the Strategic Plan describes the Division's priorities in the ongoing work to achieve continuous improvement.

School Board Strategic Plan



A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.

- Everyone thrives in a vibrant, healthful, safe, enriching, and respectful environment.
- Our diversity is a strength that creates resilient, open and innovative global citizens.
- Quality early childhood education is crucial to school readiness and future success.
- Literacy is an essential life skill.
- A well-rounded education enables students to lead productive, fulfilling, creative and culturally rich lives.
- An educated citizenry enhances everyone's quality of life, improves our economy, and sustains our system of self-governance.
- A successful education system develops students who are effective communicators; collaborators; creative critical thinkers; global and ethical citizens; and goal-directed, resilient learners.

Mission

Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead healthy, ethical lives, and be responsible and innovative global citizens.

Vision

Looking to the Future

FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress, to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

Strategic Plan

The long-term Strategic Plan, *Ignite* provides a framework for decision making that builds upon a common mission, vision, and guiding principles held by the community. A broad spectrum of data was utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Strategic Planning process included extensive outreach with stakeholders invited to participate in both focus groups and surveys. Community member, parent, employee, and student input provided the basis for the plans' development. The Strategic Plan is the result of sound research and represents the shared values and priorities of the Division's stakeholders.



The four goals of *Ignite*, Fairfax County Public Schools' Strategic Plan, define the role of all staff in living the commitment to our students and community:

Student Success, Caring Culture, Premier Workforce, and Resource Stewardship.

These goals, along with our process of overarching strategies, desired outcomes, actions, and metrics, provide a framework for our Strategic Plan and embody our mission, vision, and guiding principles.

1. Overarching Strategies

articulate varied aspects of the goals. These strategies are the drivers that will guide the work of FCPS staff.

3. Actions

are the work FCPS staff members will do to reach our outcomes. These are the building blocks that underpin our outcomes.



2. Desired Outcomes

are the tangible end products that FCPS will deliver when an overarching strategy is realized. They will highlight the work of FCPS staff.

4. Metrics

are what FCPS will use to measure our progress. They are indicators of the success for each goal.

School Board Strategic Plan

Goal 1 Student Success

Overarching Strategy 1

Enhance instructional practices to ensure that all students receive an education in a dynamic environment designed to foster life-long learning and support them in achieving their full potential

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
The curriculum will reflect Portrait of a Graduate outcomes in all content areas, where students are appropriately challenged	Develop and embed the following:			
	New standards for writing instruction, including opportunities for writing across the curriculum pre K-12	●	●	●
	A revised curriculum for reading/literacy instruction at the elementary level, including strategies for meeting the needs of students with dyslexia	●	●	●
	Implement the recommendations of the mathematics study, including programs and practices to increase equitable access for all students to rigorous math courses and opportunities	●		
	Supplemental reading courses at middle and high schools for emerging readers	● ●	●	
	Inquiry and problem/project based learning opportunities to be embedded in curriculum pre K-12	●	● ●	
	Capstone-type projects at the conclusion of 3rd, 5th, and 8th grades and during the 10th or 11th grade year		● ●	● ●
Achievement gaps will be eliminated	Implement the strategies and resources of the Closing Student Achievement Gaps plan in all schools. See page 37.	●		
	Evaluate current practices and programming for ELL students to ensure that the changing needs of our ELL students are being met with unique, quality programming and services	●		
	Expand Responsive Instruction across all schools as recommended in the State Efficiency Review	● ●		
Teachers, students and parents will have access to contemporary and effective technology resources	Create systemic strategies and standards for technology use by teachers and students to improve student engagement and learning	● ●	● ●	
	Achieve goal of one electronic device per student	●	● ●	
	Develop systems for electronic portfolios to measure student progress over time		●	●
	Provide an integrated learning management system that allows for ease of access to key resources and tools for students, employees and parents	●	●	●
Centralized support will be available for schools and school staff based on student achievement needs	Develop a structured school improvement model to support consistency and quality of instruction	●		
	Develop a tiered system of centralized school support that provides differentiated levels of resources based on need	●		

● = Plan ● = Develop ● = Implement

Overarching Strategy 2

All students will achieve their full potential through the use of assessment and data systems for decision making that support student attainment of the outcomes defined by the *Portrait of a Graduate*

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
A fully-developed balanced assessment system will reflect Portrait of a Graduate outcomes in all content areas	Develop and embed a balanced assessment program that assesses both foundational skills and critical thinking/ problem solving	●	●	● ●
	Create and implement tools and professional development to monitor achievement data, provide systemic support for students with identified learning needs, and maximize student potential	●	●	●
Data tools will be available to schools, school teams, and individual teachers to diagnose and monitor individual student progress	Include the use of computer applications to diagnose student needs and monitor progress	●	●	●
	Develop and embed:			
Grading will be an accurate reflection of learning	Training for teachers regarding the purpose and appropriate amount of homework	●	●	●
	Consistent grading practices where grades are an accurate reflection of learning	● ●	●	●

● = Plan ● = Develop ● = Implement

Overarching Strategy 3

Provide quality Early Childhood experiences aligned with *Portrait of a Graduate* outcomes that are designed to prepare students to successfully enter Kindergarten

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
All qualifying future FCPS students will have access to high quality early education programs	Collaborate with Fairfax County Government to develop a comprehensive plan to provide access/availability of early childhood/pre-K services for all children		●	●
	Offer a continuum of services and supports to meet students where they are, both developmentally and academically	●	●	●
	Design parent engagement strategies with support from community and cultural organizations	● ●	●	
All agencies will coordinate their efforts to provide similar early childhood experiences	Form community partnerships for early childhood programs and wrap-around services		●	● ●
	Develop an FCPS readiness plan for literacy, numeracy, and social skills for early childhood providers	●	● ●	

● = Plan ● = Develop ● = Implement

School Board Strategic Plan

Overarching Strategy 4

Provide students with relevant opportunities to explore options and prepare for College and Career

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
A portfolio of school options will provide multiple pathways to a high school diploma	Study graduation requirements and prepare recommendations for changes to local requirements. Advocate for a new design for state graduation pathways to a high school diploma while also preserving access to electives, including arts and languages	●	●	●
	Create a plan to offer multiple pathways to a high school diploma, including small, tailored schools, career and technology academies, fine arts schools, and unique educational programming	●	●	●
	Increase work-based learning/internship and industry certification opportunities for students, through community and business partnerships and expanded programming	●	● ●	
	Increase communication and marketing of existing graduation pathways	●	● ●	
Students will be fluent in two or more languages	Expand language programs, to include immersion and Language through Content (<i>include American Sign Language and computer coding as language offerings</i>)	●	●	
	Expand language labs at secondary schools		●	●

● = Plan ● = Develop ● = Implement

Goal 2 Caring Culture

Overarching Strategy 5

Establish a school and division culture that is highly responsive to stakeholders and creates a model environment in which to learn and work

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
FCPS will utilize a consistent approach to customer service	Develop and embed the following:			
	Customer service standards and strategies designed to enhance the overall student, staff, parent, and community experience when interacting with FCPS staff	●	●	
	Training programs for all staff on how to deliver excellent customer service	●	● ●	
FCPS will demonstrate cultural competency and sensitivity when supporting families, students, and employees	Parent liaison support targeted to meet the needs of individual school communities		●	● ●
	Require employee training on cultural proficiency, fairness, and equity	● ●		
	Expand Restorative Justice programs to all schools	●	● ●	
	Help students and families adjust to life in our school system	●	● ●	

● = Plan ● = Develop ● = Implement

Overarching Strategy 6

Foster active and positive communication and engagement among students, staff, families, and the community in order to ensure that all stakeholders are engaged and well-informed partners

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
Communication tools, processes, and content will enable access to key information anytime, anywhere, on any device	Implement a modern content management system to enhance central and school websites, with a focus on mobile users, second language users, and improved search capabilities	●	● ●	●
	Evaluate and implement improved tools and processes for routine "Keep in Touch" messaging		●	● ●
	Evaluate and implement improved constituent and customer communications tools for FCPS staff and School Board	● ●		
Under-engaged communities will be provided additional communication and community support	Implement specialized communication resources for students and parents in under-engaged communities	● ●		
	Increase opportunities for community engagement	●		
Proactive and dynamic communications will better engage the community in critical issues	Evaluate current FCPS external communication structures and resources and implement evaluation recommendations	● ●		
	Develop a proactive communication editorial plan and strategic focus	●		
School-based staff will be better engaged and supported in communications and information sharing with their communities	Evaluate current internal communications tools and procedures and implement evaluation recommendations	● ●	●	
	Provide all principals with social media and communications training.	● ●	●	
All students will demonstrate digital citizenship skills	Review current digital citizenship curriculum models and resources to teach students the importance of responsible technology, social media usage, and develop new curriculum, if necessary	● ●	●	
	Offer staff/parent training on digital citizenship	●	● ●	

● = Plan ● = Develop ● = Implement

School Board Strategic Plan

Overarching Strategy 7

Promote overall health and well-being of students and staff in order to encourage healthy life choices and an increased quality of life

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
FCPS students will demonstrate improved life skills and self-awareness of behaviors and actions	Develop an executive function curriculum for instructional staff		● ●	
	Expand the focus of executive function in all early childhood programs, including Bridge to K program, to graduation	●	● ●	
FCPS students and staff will feel welcome and supported at school	Expand current programs that support inclusive school environments for all students	● ●		
	Implement support structures for LGBTQ students and staff, and solicit expert guidance for implementing standard policies and practices	●	● ●	
	Implement programs to reduce bullying and harassment	● ●		
	Expand opportunities for increasing the support to, and engagement of, FCPS military families	● ●		
FCPS students and staff will be encouraged and supported in making healthy life choices	Expand the current portfolio of wellness options for staff and students, to actively promote and support increased exercise and improved nutrition, adequate sleep, and mental health	● ●		
	Utilize Youth Survey results to identify health and wellness needs of students	●		
	Expand the availability of resiliency and wellness resources	● ●		
	Host division, region, and pyramid-based student summits that focus on improved wellness	● ●		
	Strengthen coordinated efforts among Fairfax County agencies to improve student attendance	● ●		
	Strengthen coordinated efforts among Fairfax County agencies to prevent students from using drugs and alcohol	● ●		
	Expand programs to support attendance	●	● ●	
	Redesign health insurance programs to proactively support the health and well-being of all employees		●	● ●

● = Plan ● = Develop ● = Implement

Goal 3 Premier Workforce

Overarching Strategy 8

Recruit and retain high quality employees who are valued, respected, and rewarded for their efforts

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
Recruit, hire, and retain employees to achieve a premier workforce	Conduct a recruitment and hiring study to determine best practices that yield the greatest return on investment	● ●	●	
	Develop a process to analyze retention data, particularly for high priority schools	●	● ●	
	Create hiring standards and expectations for all job categories with training for managers		●	● ●
	Target recruitment programs to address critical needs and hard-to-fill positions	●		
	Create a comprehensive employee handbook, to include training on rights and responsibilities for individuals	●	● ●	
Achieve and preserve a culture of equity and fairness that will be representative of the demographics of Fairfax County	Create recruiting standards for underrepresented employee demographics	●	● ●	
	Convene a HR Policy Review Task Force to review HR practices with regard to fairness, equity, clarity, accessibility, and value placed on employees	● ●		
	Develop a process for rating HR practices for fairness and equity	●	●	●
FCPS will embrace and value innovation	Expand opportunities to encourage and recognize innovative processes and practices in all aspects of the FCPS organization	● ●		
	Establish best practices/lab schools that cultivate innovative teaching practices and strengthen the work force	●	●	●
	Continue to implement FCPS Cares to provide recognition for employees who provide outstanding service	●		
Employees will benefit from competitive compensation packages	Conduct a compensation study to compare FCPS salaries and benefits with surrounding school divisions	● ●		
	Implement new, competitive compensation models as recommended in the compensation study	●	● ●	
	Create annual statements that reflect the “true compensation” and/or incentives for working with FCPS	●	● ●	
	Provide additional incentives for critical needs and hard to fill positions	●	● ●	
	Develop a process for employees to sign updated contracts, aligned with their evaluation cycle	●	● ●	

● = Plan ● = Develop ● = Implement

School Board Strategic Plan

Overarching Strategy 9

Invest in growth and leadership opportunities for all employees by providing meaningful professional development and quality feedback on performance

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
Dynamic professional development opportunities will be available for all employees	Create a professional development needs-assessment and develop a comprehensive professional development plan, to include leadership training	●	●	
	Require job specific and personalized professional development plans for all employees	●	●	●
	Offer enhanced professional development opportunities to all employees	●	● ●	
FCPS will develop and maintain a performance evaluation process that is valued by all employees	Improve performance evaluation systems to provide ongoing, consistent, and meaningful feedback to all employees	●	● ●	
	Require training for all staff and program managers regarding performance evaluation	● ● ●		
	Adjust formative and summative evaluation cycles to improve effectiveness and efficiency		●	● ●

● = Plan ● = Develop ● = Implement

Goal 4 Resource Stewardship

Overarching Strategy 10

Maximize and align FCPS resources in order to be accountable and transparent with the community regarding the resources entrusted to FCPS

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
A budget decision-making framework, based on financial management principles and standards, will be regularly and systematically utilized	Develop and implement:			
	A decision-making framework to establish budget priorities	● ●		
	Professional development to train staff on utilizing the budget decision-making framework	● ●		
	Online engagement tools to collect stakeholder feedback for decision making	● ●		
Benchmarking processes will weigh major organizational operations against comparable school systems for effectiveness, efficiency, and Return on Investment	Develop and implement:			
	A return on investment framework	●	●	●
	A framework to assess innovative practices to determine sustainability and growth opportunities	●	● ●	
	Benchmarking processes	●	● ●	

● = Plan ● = Develop ● = Implement

Overarching Strategy 11

Promote the value and benefits of the community's investment in FCPS in order to increase the community's understanding of the Division's operating and capital needs to support student success

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18
Stakeholders will understand where and how financial resources will be utilized	Create a financial and capital resource dashboard	●	● ●	
	Develop and implement a comprehensive budget and finance communication plan	● ●		
	Identify key communicators	● ●		
	Use diverse modes and venues for communication	● ●		
FCPS will regularly and systematically advocate for fiscal resources at the county, state, and federal levels	Develop an advocacy program with the Fairfax County Board of Supervisors and their staff members on legislative priorities (local, state, and federal)	●	● ●	
	Advocate for long-term capital, operational, and financial planning with the Fairfax County Board of Supervisors so that this process is a true reflection of FCPS needs	● ●		
	Collaborate with other school divisions regarding state-level advocacy	● ●		
	Identify state and federal mandates that should be reduced or eliminated	● ●		
	Conduct a study to quantify the true cost of educating a 21 st century student	●	● ●	
	Conduct a study to determine the economic impact of FCPS on Fairfax County as a whole	● ●		

● = Plan ● = Develop ● = Implement

School Board Strategic Plan



FCPS Plan to Close the Achievement Gap

Detailed information about the specific strategies and actions can be found at <http://www.fcps.edu/is/cag/>.

Drivers, Goals, and Approaches

Academic Support

Goal: Increase Hispanic and black students' performance in language arts, mathematics, science, and social studies, as measured by designated assessments (currently the Standards of Learning tests) to reach a pass rate of 90% or more.

Approaches

- Provide school staff with resources and strategies to support all students in achieving the outcomes of *Portrait of a Graduate*.
- Provide professional development and technical assistance to expand schools' capacities to assess student progress and respond effectively to students' needs. Expand targeted support to schools with the largest gaps in student achievement.

Access to Rigor

Goal: The percent of Hispanic and black students accessing advanced curriculum offerings will reach the proportion of each respective demographic group in the total student population.

Approaches

- Expand academic support programs to assist underrepresented students to access and succeed in advanced academic offerings.
- Provide professional development to expand the capacity of FCPS staff to support students in developing the critical thinking, literacy, and mathematics skills as well as academic habits necessary for success in advanced curriculum offerings.

College and Career Readiness

Goal: Increase the percent of Hispanic and black students who graduate with an advanced studies diploma, earn industry credentials, and attend two and four year colleges.

Approaches

- Expand outreach, provide information, and support Hispanic and black families regarding post-secondary college and career options, the admission and application process, and the availability of financial aid and scholarships.
- Enhance staff's capacity to assist underrepresented students to successfully access and succeed in courses that prepare students for post-secondary opportunities to ease transition to college or career.

Family and Community Involvement

Goal: The percent of parents/guardians of Hispanic and black students accessing family engagement offerings will reach the proportion of each respective demographic group in the total student population. Participants will indicate that their engagement has benefited their children's education.

Approaches

- Support schools in developing a parent engagement plan that addresses the needs of families in the community, including specific outreach to the families of black and Hispanic students.

- Expand existing federally-funded parent engagement programs such as Home Instruction for Parents of Preschool Youngsters (HIPHY), Early Literacy, Family Literacy, Partners in Print, and Parents as Educational Partners in response to parent interest and geographical need.

Ready to Learn

Goal: Hispanic and black students will enter kindergarten with language, literacy and school readiness skills necessary to be successful in kindergarten.

Approaches

- Increase early childhood education offerings and explore collaborative methods to expand access for students in poverty by offering more sites at FCPS and non-FCPS locations.
- Enhance partnerships with families and non-FCPS preschool and childcare programs to provide the early learning necessary for school readiness and the transition to kindergarten.

Relationships

Goal: Hispanic and black students will be supported by positive, encouraging relationships with their teachers, and will be provided with a learning environment in which they are supported in learning at high levels.

Approaches

- Support schools in building and sustaining a welcoming, caring, and responsive culture where staff and students work together to achieve at high levels.
- Provide personalized supports for all Hispanic and black students who are not meeting designated achievement benchmarks through mentoring, peer group supports, counseling, and other programs.



**Building the Future...
Child by Child**

FAIRFAX COUNTY
PUBLIC SCHOOLS

School Board Strategic Plan

FCPS Reporting and Monitoring

Reporting Structure for School Board Oversight and Monitoring of the Strategic Plan

Approach

The overall approach is to give the School Board and the community a quarterly update/report on the Strategic Plan, focused both on the work accomplished and the results achieved. In addition, the report will outline major Strategic Plan activities for the coming year that are designed to address areas in need of improvement. Each quarterly report will provide a comprehensive review of one of the four Strategic Plan goal areas, with a secondary focus on essential updates in the other three goal areas. In addition to these reports, the School Board will have the opportunity in June of each year to reassess the plan and make necessary adjustments to content and time lines.

Essential Elements

These updates will involve three components—a written draft report, a work session to discuss the draft report, and a public presentation on the final report. The report will focus on the work accomplished and the measures and metrics that the School Board has identified for monitoring. Data and information not included for School Board monitoring, but important for internal monitoring, will become part of the Strategic Plan monitoring process and will be available to the School Board through online access.

Schedule of Reports and Discussions

July: Goal Area 4, Resource Stewardship

This goal area will be reviewed annually in July to assist the School Board in setting priorities for the next fiscal year budget development cycle.

September/October: Goal Area 3, Premier Workforce

This goal area will be reviewed in the fall to review critical hiring measures and to assess professional development and staffing needs for the coming year.

December/January: Goal Area 1, Student Success

This goal area will be discussed at the conclusion of the 2nd quarter to share student performance results from the previous school year. This review of past performance will assist in annual planning for academic and social/emotional needs, as well as updating long-term planning to address student learning performance by adjusting Strategic Plan actions.

March/April: Goal Area 2, Caring Culture

This goal area will be discussed during the spring to review performance results from the previous school year and to develop the focus for cultural aspects that should be the priority for the coming school year.

June: Assessment of Progress

Based on overall progress toward accomplishing identified desired outcomes, the School Board will have an opportunity to make necessary adjustments to plan content and time lines.

On-Going Metrics and Monitoring

One of the intended outcomes of the Strategic Plan is to develop an online system to monitor key metrics in Division operations. The development of a dashboard will be tiered to provide information at the classroom level, school level, Division level, Board level, and public community level, so that key measures of performance are readily available on an on-going basis to their intended audience.

Percentage of FCPS Students Passing the Virginia Standards of Learning (SOL) Performance Bands for Standards of Learning Tests 2013 through 2015

VIRGINIA

DIVISION

REGION 1

REGION 2

REGION 3

REGION 4

REGION 5

DIVISION

History Performance

		Less than 70%	70-79%	80-89%	90-100%
2014 - 2015	All Students				90%
	Asian				95%
	Black			82%	
	Hispanic		76%		
	White				95%
	Economically Disadvantaged		75%		
	Limited English Proficient		70%		
	Students with Disabilities	67%			
2013 - 2014	All Students				90%
	Asian				95%
	Black			80%	
	Hispanic		77%		
	White				95%
	Economically Disadvantaged		76%		
	Limited English Proficient		73%		
	Students with Disabilities	68%			
2012 - 2013	All Students			89%	
	Asian				95%
	Black			81%	
	Hispanic		76%		
	White				95%
	Economically Disadvantaged		75%		
	Limited English Proficient		73%		
	Students with Disabilities	69%			

*=Subgroup with less than 10 students or no data reported

Standards of Learning

Percentage of FCPS Students Passing the Virginia Standards of Learning (SOL) Performance Bands for Standards of Learning Tests 2013 through 2015

VIRGINIA

DIVISION

REGION 1

REGION 2

REGION 3

REGION 4

REGION 5

DIVISION

Mathematics Performance

		Less than 70%	70-79%	80-89%	90-100%
2014 - 2015	All Students			83%	
	Asian				93%
	Black		71%		
	Hispanic	68%			
	White			86%	
	Economically Disadvantaged	67%			
	Limited English Proficient	66%			
	Students with Disabilities	55%			
2013 - 2014	All Students			81%	
	Asian				91%
	Black	66%			
	Hispanic	64%			
	White			88%	
	Economically Disadvantaged	63%			
	Limited English Proficient	62%			
	Students with Disabilities	52%			
2012 - 2013	All Students		79%		
	Asian				90%
	Black	63%			
	Hispanic	61%			
	White			86%	
	Economically Disadvantaged	61%			
	Limited English Proficient	60%			
	Students with Disabilities	50%			

*=Subgroup with less than 10 students or no data reported

Percentage of FCPS Students Passing the Virginia Standards of Learning (SOL) Performance Bands for Standards of Learning Tests 2013 through 2015

VIRGINIA

DIVISION

REGION 1

REGION 2

REGION 3

REGION 4

REGION 5

DIVISION

Reading Performance

		Less than 70%	70-79%	80-89%	90-100%
2014 - 2015	All Students			85%	
	Asian				92%
	Black		74%		
	Hispanic		70%		
	White				92%
	Economically Disadvantaged	68%			
	Limited English Proficient	65%			
	Students with Disabilities	58%			
	2013 - 2014	All Students			81%
Asian				88%	
Black		68%			
Hispanic		64%			
White				89%	
Economically Disadvantaged		62%			
Limited English Proficient		59%			
Students with Disabilities		56%			
2012 - 2013		All Students			82%
	Asian			88%	
	Black	68%			
	Hispanic	66%			
	White				90%
	Economically Disadvantaged	63%			
	Limited English Proficient	59%			
	Students with Disabilities	56%			

*=Subgroup with less than 10 students or no data reported

Standards of Learning

Percentage of FCPS Students Passing the Virginia Standards of Learning (SOL) Performance Bands for Standards of Learning Tests 2013 through 2015

VIRGINIA

DIVISION

REGION 1

REGION 2

REGION 3

REGION 4

REGION 5

DIVISION

Science Performance

		Less than 70%	70-79%	80-89%	90-100%
2014 - 2015	All Students			84%	
	Asian				92%
	Black		72%		
	Hispanic	67%			
	White				92%
	Economically Disadvantaged	65%			
	Limited English Proficient	57%			
	Students with Disabilities	57%			
2013 - 2014	All Students			84%	
	Asian				92%
	Black	69%			
	Hispanic	66%			
	White				92%
	Economically Disadvantaged	64%			
	Limited English Proficient	60%			
	Students with Disabilities	57%			
2012 - 2013	All Students			83%	
	Asian				90%
	Black	66%			
	Hispanic	65%			
	White				92%
	Economically Disadvantaged	62%			
	Limited English Proficient	59%			
	Students with Disabilities	55%			

*=Subgroup with less than 10 students or no data reported

Percentage of FCPS Students Passing the Virginia Standards of Learning (SOL) Performance Bands for Standards of Learning Tests 2013 through 2015

VIRGINIA

DIVISION

REGION 1

REGION 2

REGION 3

REGION 4

REGION 5

DIVISION

Writing Performance

		Less than 70%	70-79%	80-89%	90-100%
2014 - 2015	All Students			85%	
	Asian				92%
	Black		72%		
	Hispanic	69%			
	White				92%
	Economically Disadvantaged	66%			
	Limited English Proficient	53%			
	Students with Disabilities	50%			
2013 - 2014	All Students			84%	
	Asian				92%
	Black		70%		
	Hispanic	69%			
	White				91%
	Economically Disadvantaged	66%			
	Limited English Proficient	59%			
	Students with Disabilities	54%			
2012 - 2013	All Students			85%	
	Asian				92%
	Black		70%		
	Hispanic	70%			
	White				91%
	Economically Disadvantaged	66%			
	Limited English Proficient	60%			
	Students with Disabilities	53%			

*=Subgroup with less than 10 students or no data reported

Standards of Learning

Four-Year Virginia On-Time Graduation Rate

The Virginia On-Time Graduation Rate expresses the percentage of students 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.

Four-Year Virginia On-Time Graduation Rate							
Subgroup	Cohort	Advanced Studies Diploma	Standard Diploma	Modified Standard Diploma	Special Diploma	General Achievement Diploma	Virginia On-Time Graduation Rate
All Students	13760	8672	3674	215	172	0	92.5
Female	6613	4439	1603	87	59	0	93.6
Male	7147	4233	2071	128	113	0	91.6
Black	1454	628	600	50	33	0	90.2
Hispanic	2769	1030	1039	91	45	0	79.6
White	6160	4501	1373	52	55	0	97.1
Asian	2756	2095	497	12	32	0	95.6
American Indian	30	15	<	<	0	0	76.7
Native Hawaiian	17	<	<	<	0	0	100
Two or more races	574	395	150	<	<	0	97.6
Students with Disabilities	1728	293	874	215	172	0	89.9
Students with Disabilities anytime	1921	410	923	215	172	0	89.5
Economically Disadvantaged	3286	1236	1336	117	69	0	83.9
Economically Disadvantaged anytime	4291	1564	1726	153	85	0	82.2
Limited English Proficient	1534	189	622	88	69	0	63.1
Limited English Proficient anytime	3214	1123	1270	99	73	0	79.8
Homeless	160	26	63	13	<	0	66.9
Homeless anytime	380	65	152	27	10	0	66.8

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Source: Virginia Department of Education, August 2016

Unfunded Mandates

School divisions are required to comply with federal and state mandates, often without adequate funding to implement these increasing regulatory requirements. This practice imposes a financial burden on localities and has a significant impact on divisionwide needs and priorities. There are currently 112 state mandates administered by the Virginia Department of Education (VDOE); of which, 93 are compulsory orders that influence education programs and how funding is prioritized. Unfunded mandates raise a substantial level of concern for localities due to their impact on the budget. In 2011, the Virginia General Assembly created the Governor's Task Force for Local Government Mandate Review. The task force was asked "to review state mandates imposed on localities and to recommend temporary suspension or permanent repeal of such mandates, or any other action as appropriate". Six state mandates were selected for review in FY 2016. In August 2015, the Governor's Task Force issued an interim report with recommendations for the 2016 Virginia General Assembly to consider, including a recommendation to include the full cost of rebenchmarking the Standards of Quality in the Governor's 2016-2018 Introduced Budget.

Federal mandates are also being reviewed by Congress. The Every Student Succeeds Act of 2015 (ESSA) replaced the No Child Left Behind Act of 2001. This section highlights certain mandates imposed by the state and federal governments that represent the most recent or significant mandates impacting FCPS.

State Mandates

Online Standards of Learning (SOL) Testing

In addition to students being tested with more rigorous content standards, schools were required to phase out the use of paper-and-pencil SOL tests and implement online testing. Online testing is the primary delivery mode for all SOL assessments; however, tests are available in paper-and-pencil format for students with a documented need. School divisions were required to administer all SOL tests online for all high schools by FY 2011, all middle schools by FY 2012, and all elementary schools by FY 2013. The FY 2012 Approved Budget included \$8.1 million for online SOL testing. Of this amount, \$3.8 million was for one-time costs; however, a recurring cost of more than \$4.0 million was also added to FCPS' annual budget for the additional positions needed to support online testing in elementary schools.

Virginia Retirement System (VRS)

Legislation passed by the General Assembly mandated that beginning July 1, 2012, new employees must fully pay the 5.0 percent VRS employee contribution, which was previously paid by employers. For existing employees, Virginia school systems and localities had the option of shifting the full 5.0 percent to these employees beginning July 1, 2012 or implementing the shift over five years. The legislation also required school divisions to give a salary increase equal to the percentage of the contribution shift which also impacted salary sensitive employee benefits paid by localities. FCPS completed the shift in FY 2014 and provided the corresponding 5.0 percent salary increase over the two year period, FY 2013 and FY 2014. As of FY 2016, two of the eight Virginia Washington Area Boards of Education (WABE) jurisdictions still have not completed the VRS shift.

In FY 2011 and FY 2012, the General Assembly adopted significantly lower than actuarially recommended VRS employer contribution rates to mitigate state budget cuts to localities. Although this reduced all Virginia school systems' contributions to VRS, school systems were required to repay the underfunded amounts beginning

School divisions are required to comply with federal and state mandates without adequate funding to implement increasing regulatory requirements.

In 2011, the General Assembly created the Task Force for Local Government Mandate Review.

Unfunded Mandates

in FY 2013 through higher contribution rates. Originally, the state established legislation that increases required employer contributions until they reach the full actuarially-determined rate by July 1, 2018. The 2016 General Assembly adopted the rates recommended by the VRS Board of Trustees to reach the full actuarially-determined rate by July 1, 2017. The state set specific percentages that employers must contribute as part of these state-mandated, phased-in rate increases: 80 percent in FY 2015 and FY 2016; 90 percent in FY 2017; and 100 percent in FY 2018 (i.e., beginning July 1, 2017).

Teacher Performance and Evaluation

On April 28, 2011, the Virginia Board of Education approved revised Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers. The guidelines and standards became effective on July 1, 2012. The Guidelines set forth seven standards for all Virginia teachers. The changes to the Guidelines were significant and required a substantial investment in training for school-based administrators and teachers and the development of a SMARTER (Strategic & Specific, Measurable, Attainable, Results Oriented, Time-bound, Rigorous) goal resource bank. The state provided no funding for this initiative, leaving FCPS with a cost of \$2.0 million to comply with this mandate. The Evaluation of Superintendent, Teachers, and Principals mandate is one of the six mandates selected for review in FY 2016.

Epinephrine Requirement

Legislation passed by the 2012 General Assembly requires local school boards to adopt and implement policies for the possession and administration of epinephrine in every public school. Local policies were required to be established beginning the 2012-2013 school year. Epinephrine is to be administered to students believed to be having an anaphylactic (severe allergic) reaction. The Code of Virginia § 22.1-274.2 stipulates that epinephrine may be administered by a school nurse or school board employee authorized and trained in the administration of epinephrine. In FY 2013, one-time state funding of \$20,285 was provided to purchase the initial stock of epinephrine. The epinephrine cost for FCPS includes the initial order, reorders, holders, installation, online training for staff, and hourly teacher funding. Since EpiPens expire, recurring funding of \$0.2 million is required to replenish EpiPens annually. No state funding is provided for this mandate.

Occupational Safety and Health Administration's (OSHA) Requirement

The Virginia Department of Labor and Industry (DOLI) administers a State Plan Program consistent with the provisions of Section 18(e) of the federal Occupational Safety and Health Act ("the Act"). Section 40.1-1 of the Code of Virginia, as amended, provides that the Virginia Department of Labor and Industry is responsible in the Commonwealth for administering and enforcing occupational safety and health activities as required by the Act. Included in the Act is a mandate that requires an assessment be done to all facilities to determine electrical hazards that require employees to wear personal protective equipment (PPE) before performing maintenance or repair activities. The National Fire Protection Association's standard 70E requires that facilities be arc flash recertified every five years. Beginning in FY 2014, FCPS spends \$1.3 million annually to cover the cost of this assessment and recertification.

Compensation Supplement Incentive

The budget adopted by the 2013 General Assembly provided one-time incentive funding of \$6.3 million for school divisions implementing a minimum 2.0 percent market scale adjustment to employees. The FY 2014 Approved Budget included a 2.0

Legislation passed by the General Assembly requires local school boards to adopt and implement policies for the possession and administration of epinephrine in every public school.

percent increase for all employees effective January 1, 2014. However, a recurring cost of more than \$21.0 million was required to be eligible for this funding. There is no additional state funding in future years.

Similarly, the budget adopted by the 2015 General Assembly provided FCPS with one-time incentive funding of \$4.7 million to implement salary increases of a minimum average of 1.5 percent for both instructional and support employees. The state's intent was that all school divisions in Virginia improve salaries by a minimum average of 1.5 percent. In order to meet the minimum requirement, a recurring cost of approximately \$28.3 million is required. There is no additional state funding in future years.

The 2016 General Assembly provided one-time funding of \$4.4 million to implement a 2.0 percent salary increase for instructional and support positions effective December 1, 2016. Funding is contingent on a stable general fund revenue forecast. Although this increase is not mandated by the State, a recurring cost was required to be eligible for this funding. Assuming FCPS did a 2.0 percent raise, the full year cost for a 2 percent salary increase for FCPS is approximately \$40.0 million, and the partial year funding from the state accounts for \$4.4 million in revenue for FCPS. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees. In addition, funding includes an initial investment to improve the teacher salary scale to attract and retain the highest quality teachers and provides funding to bring the salary of all contracted employees currently below living wage to the living wage minimum.

Cardiopulmonary Resuscitation and Automated External Defibrillators

Legislation adopted by the 2013 General Assembly requires school divisions to include specific instruction in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED) in the Standards of Learning for Health. Additionally, staff seeking an initial license or renewal of a license must complete certification or training in emergency first aid, CPR, and the use of AEDs. Beginning with first-time ninth grade students in the 2016-2017 school year, students must also receive hands-on training in emergency first aid, CPR, and the use of AEDs as a graduation requirement. The financial impact of the staff training portion of this legislation was \$0.4 million. There is no state funding for this mandate.

Federal Mandates

Elementary and Secondary Education Act as amended by the Every Student Succeeds Act of 2015 (ESSA)

This act was a major expansion of federal authority over state and local educational programs which placed significant administrative and fiscal burdens on local school divisions.

On June 29, 2012, the U.S. Department of Education approved the state Board of Education's application for a waiver from certain provisions of NCLB. The flexibility waiver allows the state Board of Education to establish challenging but attainable goals for increasing student achievement. School divisions are accountable for closing the achievement gap but are no longer subject to stringent annual objectives.

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, and it replaced the NCLB Act of 2001. ESSA is to ensure that every child achieves. The act requires state accountability systems to address academic achievement,

Beginning with first-time ninth grade students in the 2016-2017 school year, students must also receive hands-on training in emergency first aid, CPR, and the use of AEDs as a graduation requirement.

Unfunded Mandates

A federal program designed to minimize the fiscal inequities caused by the presence of tax exempt federal property and the increased burden of providing education to large numbers of children whose parents reside and/or work on federal property.

academic progress, graduation rates, progress in English Language Learners gaining proficiency, and school quality. Currently the Virginia Department of Education is making recommendations for revisions to the Standards of Quality (SOQ) to reflect the needs of public school divisions. The financial impact of this new accountability model has not yet been assessed.

Individuals with Disabilities Education Act (IDEA)

In 1975, the federal government made a commitment to fund 40.0 percent of the excess special education costs. However, federal funding currently covers only 11.1 percent of FCPS' costs, a shortfall of more than \$76.6 million for FY 2017.

Impact Aid

A federal program designed to minimize the fiscal inequities caused by the presence of tax exempt federal property and the increased burden of providing education to large numbers of children whose parents reside and/or work on federal property. Impact Aid has not been fully funded for decades. If this program were fully funded, based on current funding formulas, FCPS would have received more than \$21.9 million in additional funding for FY 2016.

Clean Water Act (CWA)

The act establishes the basic structure for regulating discharges of pollutants into the waters of the United States and regulating quality standards for surface waters. Under the CWA, the Environmental Protection Agency has implemented pollution control programs such as setting waste water standards for industry and water quality standards for all contaminants in surface waters.

Polluted storm water runoff is commonly transported through Municipal Separate Storm Sewer Systems (MS4s) and is often discharged untreated into local water bodies. To prevent harmful pollutants from being washed or dumped into an MS4, storm sewer operators must obtain a National Pollutant Discharge Elimination System permit and develop a storm water management program. To comply with the Municipal Separate Storm Sewer System (MS4) program, salt/sand storage and truck/bus wash facilities will be required to prevent run-off issues into storm drainage systems polluting waterways and the Chesapeake Bay. Beginning in FY 2014, recurring funding totaling \$0.4 million and a 1.0 position is required to support this mandate.

The above mandates are just a sample of the state and federal requirements that FCPS must comply with. For additional information on mandates and the various FCPS programs designed to comply with these regulatory requirements, please refer to the [Appendix](#) and the individual program descriptions in the [FY 2016 Program Budget](#).

The Budget Planning Process

The budget planning and formulation process is just one of many divisionwide, short- and long-range planning processes. At the center of all of FCPS' planning activities is the School Board's [Strategic Plan](#) - called *Ignite* - that includes mission, vision, and guiding principles held by the School Board and the community. The student achievement goals, along with other documents such as the operational expectations prepared for each department and reviewed annually by the School Board, provide a framework for both the school system's operation and budget for future work. The annual budget reflects FCPS' varied plans by allocating resources to carry out the goals defined through the divisionwide planning processes, but it is the Strategic Plan that sets the priorities and direction of the entire budget process. At the center of the Strategic Plan is FCPS' *Portrait of a Graduate*, which outlines what the community believes is important for FCPS graduates to know and be able to do when they leave FCPS.

Environmental scans are conducted periodically to identify local, state, and national factors that influence planning. Information from these environmental scans drives the creation of the multiyear fiscal forecast, which is presented annually to the School Board. The fiscal forecast is a tool whereby the school system not only encapsulates opportunities and possible threats into a single, coherent document, but also communicates a comprehensive strategy to maximize positive outcomes.

[The Capital Improvement Program \(CIP\)](#) is adopted by the School Board and contains the five-year capital improvement plans, student enrollment projections, and building use analysis. The CIP assesses requirements for new facilities, renovation of existing facilities, infrastructure management, technology upgrades, and other facility-related needs. The list of capital projects resulting from this assessment provides a clear statement of school facility requirements. Actual completion dates for CIP projects depend on cash flow and debt service limitations established by the Fairfax County Board of Supervisors.

Annually, FCPS develops a series of student enrollment projections and analyses to aid in identifying future student accommodation needs and recommendations on how to best address these needs. To accomplish this, FCPS:

- Analyzes recent enrollment trends; Fairfax County birthrates; county and region economic conditions; and housing development patterns to generate five- and ten-year enrollment projections at the individual school and systemwide levels. Ten-year divisionwide projections are used to identify general long-term trends, while five-year windows are employed to support detailed student accommodation planning for specific schools, or groups of schools. Current program needs and the resulting student capacities of school facilities are established at the same time.
- Compares projected enrollments and capacities. Resulting room or capacity shortages and surpluses are identified through this process.
- Evaluates and recommends solutions to the identified capacity and room imbalances.

[The Technology Plan](#) outlines multiyear strategic goals and demonstrates the effective use of technology throughout the school system. This technology plan supports FCPS' vision and mission to provide a gifted-quality education to every child in an instructional setting appropriate for his or her needs; to educate all students to meet high academic standards; and to prepare all students to be responsible citizens in the 21st century. The technology plan is aligned with the Virginia Department of Education's Educational Technology Plan.

School Improvement Plans are required by FCPS and the Virginia Department of Education. Aligned within the school plan are the annual measurable objectives and Standards of Accreditation requirements. Schools are required to review their progress related to student achievement goals and describe how the school will accomplish its objectives. Each school's plan is posted on their website, which can be accessed through [FCPS' Schools and Centers Directory](#).

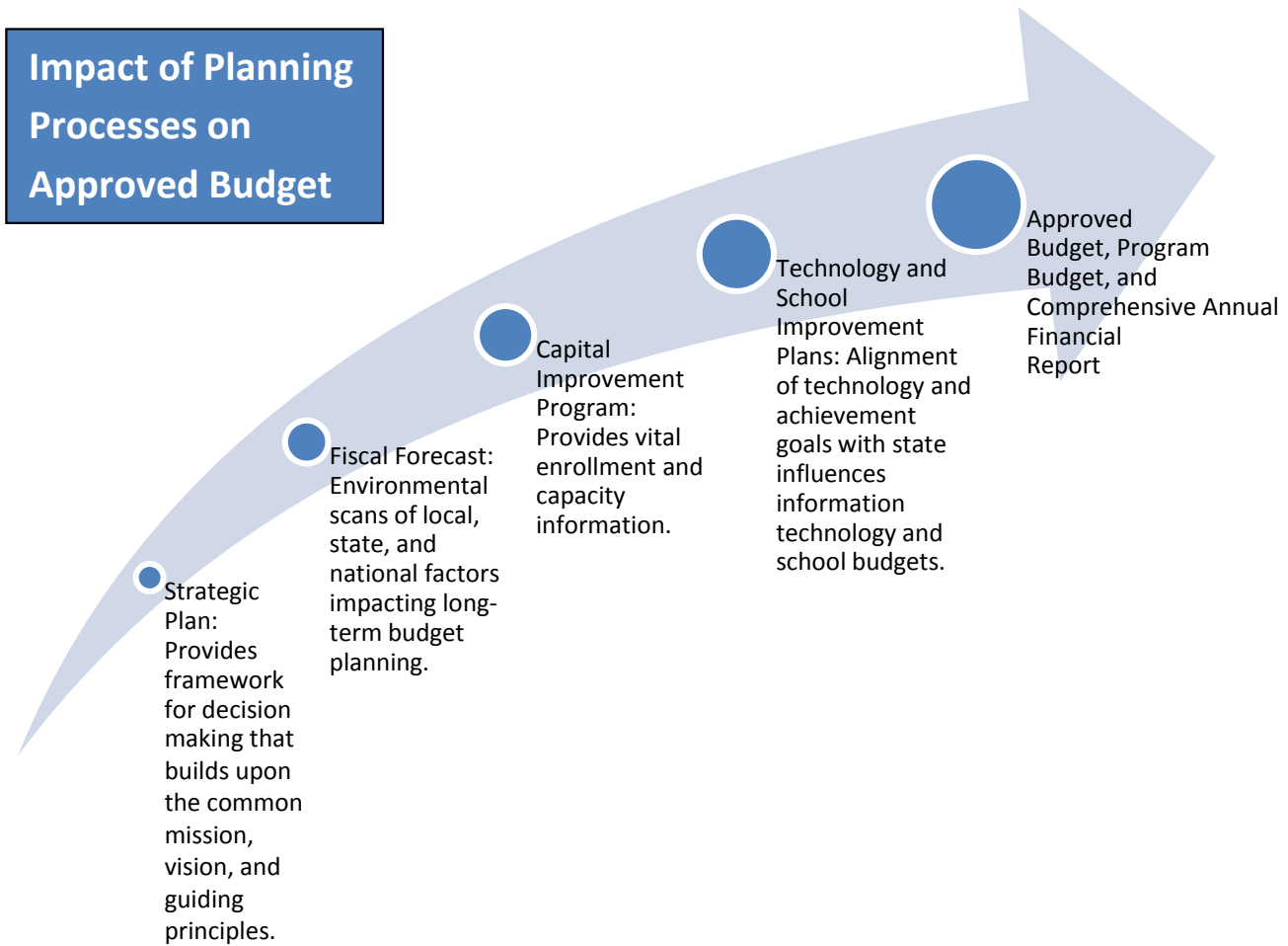
In addition to divisionwide plans, there are several plans that focus on a segment of the student population or FCPS operations, such as the Special Education Operating Plan. The results of these plans are evaluated regularly. End-of-year reports indicate progress made in meeting each objective in the Division Plan.

The School Board's [Approved Budget](#) is adopted annually by the School Board and reflects ongoing programs, as well as initiatives and/or reductions for the next fiscal year. An important part of the development of the approved budget includes canvassing parents, children, employees, and other stakeholders for their opinions in a structured process of community engagement and incorporating the needs and priorities of the community into the final budget document.

Budget Planning Process

A [Program Budget](#) is developed annually to provide detailed information regarding expenditures, positions, offsetting revenue, and net cost of FCPS programs. Program descriptions, contacts, and explanations of costs are all included within this document. The Program Budget serves as a useful tool for FCPS and the School Board to use when making programmatic and budgetary decisions. The Program Budget addresses both instructional and divisionwide support programs.

The [Comprehensive Annual Financial Report](#), a component of budget planning, is also developed annually and presents the financial activities of FCPS, including accomplishments, initiatives, trends, accounting policies, statistics, and long-term financial planning.



Why Publish a Budget?

The annual budget process meets a variety of needs and requirements. Following are some of the reasons why the budget is published each year and why it is revised often before final adoption:

- On July 9, 2015, the School Board approved the long-term Strategic Plan, *Ignite*, which is the center of all FCPS' planning activities. The Strategic Plan will provide a framework for decision-making and builds upon a common mission, vision, and guiding principles held by the community. This document provides a framework for both the school system's operation and the budget. At the center of the Strategic Plan is the Portrait of a Graduate, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS. The Portrait of a Graduate allows us to move beyond the high stakes testing environment and develop the skills in our students that employers are seeking for their work force.
- The Code of Virginia requires that each superintendent prepare a budget that estimates the amount of funding needed during the next year to support the public schools.
- The budget process enables a broad spectrum of individuals and organizations to bring their ideas to the School Board and provide input on how money will be spent. In many cases, changes are made in how programs will be implemented based on the input and suggestions brought to the Board during budget development.
- When implemented, the budget provides a framework for monitoring expenditures. Throughout the year, actual spending is compared to the funds budgeted for each program. This comparison can provide a measurement of a program manager's effectiveness in managing funds and also helps to ensure that funds are used for their intended purpose.



Budget Development

The Code of Virginia requires the Division Superintendent to submit to its governing body a School Board-approved estimate of the funds deemed to be needed during the next fiscal year for support of the public schools.

The budget process includes an education and communications strategy to inform key communicators, participants, stakeholders, and the general public about FCPS' budget and how the process works. Working with the School Board's Public Engagement Committee, FCPS will identify key communicators to specifically target communications, with a goal

Budget Process

of helping to further distribute information. While all information will be available to all participants, the message will be targeted to the specific audience. The education and communications strategy will provide opportunities for participants, stakeholders, and citizens to provide input and engage with FCPS. A comprehensive list of public engagement opportunities and budget publications is available in the Engaging the Community section beginning on [page 220](#).

Unique for the development of the FY 2017 Budget, a Budget Task Force was convened in June 2015 to develop proposals for two scenarios of budget reductions in response to a projected revenue shortfall: \$50 million and \$75 million. The Budget Task Force included 36 community members nominated by various stakeholders (by School Board members, the County Board of Supervisors, community groups, and FCPS employees). After soliciting extensive recommendations and suggestions from the public, the Budget Task Force submitted its recommendations to the School Board in November 2015.

In addition to the Budget Task Force, and typical for each year, the Office of Budget Services publishes a budget calendar and a budget manual during the summer that provides detailed information and critical dates for budget submissions. In the fall, principals and other program managers at the school and office level review achievement of objectives and identify needs with the assistance of staff, community members, and students, as appropriate. These objectives reflect the School Board's Strategic Plan. The result of these reviews serves as the basis for the development of budget requests for each school or office.

The baseline budgets for schools and special education centers are determined primarily by application of standards, which meet or exceed state requirements and have been approved by the School Board. Baseline budgets for offices and departments are determined by assigned missions, objectives, and responsibilities and are reviewed by the Office of Budget Services. All resources must be justified every year.

The following calendar of events more fully explains activities that contributed to the FY 2017 budget development and approval process.

FY 2017 Budget Calendar	
June - November, 2015	Superintendent convened Budget Task Force for FY 2017 Budget
June - December	FCPS conducted internal program reviews and gathered community and employee feedback
June - December	School Board conducted budget work sessions
September 9	Newly developed Online Budget Proposal Tool launched to obtain community input
November 9	Budget Task Force Report released
January 7, 2016	Superintendent released FY 2017 Proposed Budget
January 11	School Board conducted budget work session
January 25-28	School Board held public hearings on budget
February 1	School Board conducted budget work session
February 4	School Board adopted FY 2017 Advertised Budget
February 16	Fairfax County Executive released FY 2017 Advertised Budget Plan
February 25	School Board conducted budget work session
March 1	County Board of Supervisors (BOS) advertised tax rate
March 14	School Board conducted budget work session
March 31	School Board conducted budget work session
April 5	School Board presented budget to County BOS
April 5-7	County BOS held public hearings on budget
April 15, 19	County BOS FY 2017 Budget marked-up - determined budget package and tax rate
April 26	County BOS approved the FY 2017 Adopted County Budget, tax rate resolution, and transfer amount to schools
May 2	School Board conducted budget work session
May 12	School Board FY 2017 Approved Budget presented for new business
May 17	School Board held public hearings on budget
May 19	School Board conducted budget work session
May 26	School Board adopted FY 2017 Approved Budget
July 1	FY 2017 began

Ongoing

- The School Board monitors school system performance to ensure that reasonable progress is made toward meeting student achievement goals and to ensure that operational expectations are being met.

June through August

- The Superintendent solicits input on budget priorities from community groups and employees.

September and October

- The School Board receives a five-year fiscal forecast, framing the underlying assumptions on expected costs, revenue, position turnover, inflation, and enrollment that drive budget development.
- Departments and region offices submit budget requests.
- The Budget Development Strategy is communicated to the School Board, Leadership Team, employees, and the community.
- The chief operating officer and assistant superintendents make final baseline budget recommendations to the Superintendent.
- The per-pupil staffing budgets are prepared so that the calculations can be completed to determine the costs of operating the schools.
- Community and employee meetings are held throughout the fall to gather input on priorities.

Budget Process

November

- The Superintendent works with the School Board and the Leadership Team to prioritize recommended budget increases and/or reductions.
- Recommendations from the Budget Task Force are presented.
- The proposed budget is prepared.

December

- The proposed budget is finalized.
- The Governor's budget with state revenue projections is released.
- The Capital Improvement Program (CIP) is presented to the School Board.

January

- The Superintendent releases the FCPS proposed budget.
- The Superintendent meets with community, county, and employee groups to discuss the proposed budget.
- The School Board reviews the proposed budget and the CIP and holds work sessions and public hearings.

February through April

- The School Board adopts the FCPS advertised budget.
- The Superintendent forwards the FCPS advertised budget to the County Executive for funding consideration.
- Staffing and enrollment projections are prepared.
- The County Executive releases the County's advertised budget including a proposed transfer to FCPS.
- The Virginia General Assembly adopts the state budget.
- The School Board presents its budget request to the Board of Supervisors.
- The CIP is presented to the Planning Commission and incorporated into the Fairfax County CIP.
- The County adopts its budget and determines the transfer to FCPS.

May

- The School Board holds public hearings and work sessions and makes final funding decisions based on the most current information.
- The School Board adopts its approved budget.

Budget Cycle

The annual budget process is an ongoing cyclical process that encompasses the development, monitoring and review of activities for the current and future fiscal year. Amendments to the current year budget require School Board approval and are made at the Midyear and Third Quarter Budget Review. The Final Budget Review reports the close out of all School Board funds for the prior year, subject to the annual audit, and revises the budget for the current fiscal year. The fiscal year begins on July 1 and ends on June 30. Below is a budget timeline that illustrates the simultaneous activities that occur throughout the budget development process.

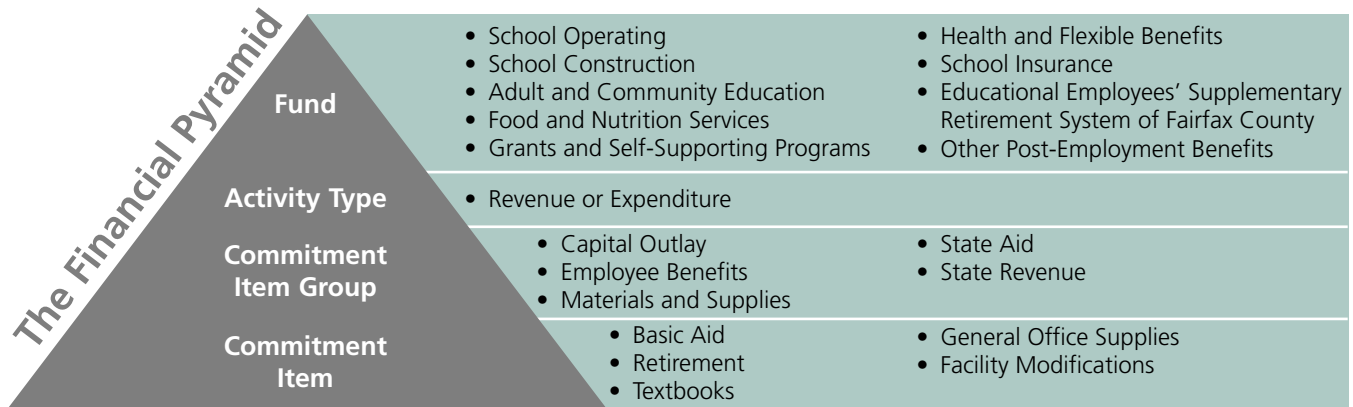
BUDGET DEVELOPMENT AND REVIEW TIMELINE												
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Future Year	Supt. Solicits Input Budget Priorities	Fiscal Forecast	Baseline Budget Recommendations to the Superintendent		The Proposed Budget Is Prepared and Finalized Governor's Introduced Budget		Supt. Releases Proposed Budget	SB's Advertised Budget	State Budget Adoption	County Budget Adoption, Tax Rate Resolution and Transfer amount to schools	SB's Approved Budget	
Current Year	<i>Fiscal Year Begins July 1**</i>	<i>Release Approved Budget Document</i>		<i>Release Program Budget Document</i>		Midyear Budget Review			Third Quarter Budget Review			<i>Fiscal Year Ends June 30</i>
Prior Fiscal Year	Final Budget Review**		<i>Submit Annual School Report to VDOE</i>	<i>Complete Annual External Audit</i>	<i>Release Comprehensive Annual Financial Report</i>							
Financial Services continually monitors and reviews revenue and expenditures compared to the approved and revised budget.												

** Current fiscal year's budget is revised from the Approved as a result of the final budget review for the prior year

School Board Funds

Classification Structure

The primary elements used to classify revenues and expenditures are: fund, activity type, commitment item group, and commitment item. Funds represent the highest level of the classification structure. Activity type refers to revenues and expenditures. Commitment item group classifies revenues and expenditures into broad categories. Commitment item is the lowest level of the classification structure for revenues and expenditures. As shown in the chart, these elements can be viewed as a pyramid, with fund being the top level and commitment item being the lowest level of detail. This pyramid approach is reflected in all of the financial summaries that follow.

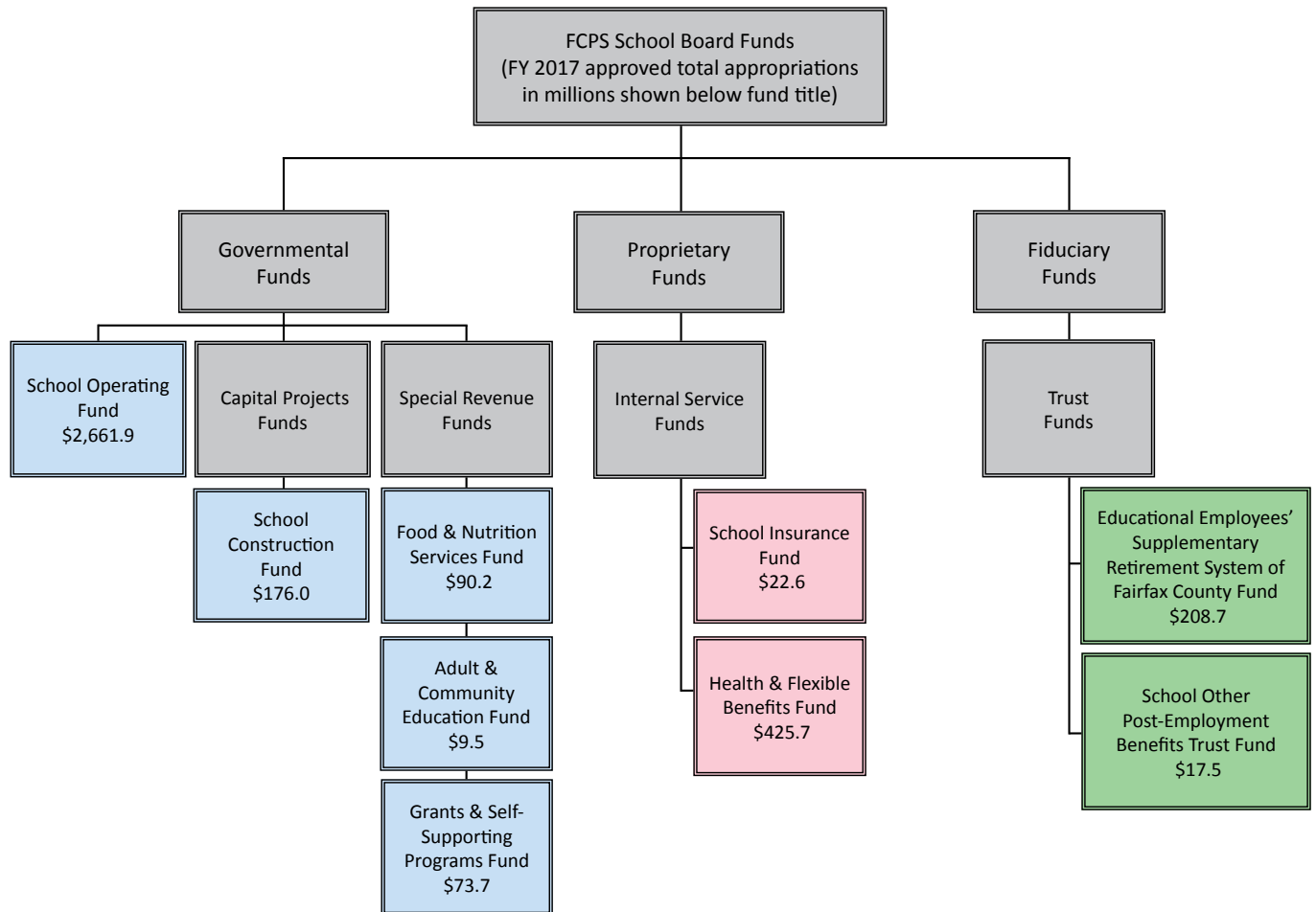


Fund Classification	Fund Type	Fund Description	School Board Fund	Budget Basis	Accounting Basis
Governmental Funds – account for operating and special revenue activities	Operating	The School Operating Fund is FCPS' primary operating fund which accounts for all financial resources except those that are accounted for in another fund.	• School Operating	• Modified Accrual • ER Daniels Trust and Gift fund not included	Modified Accrual
	Capital Projects	The Capital Projects Fund tracks financial transactions used for the acquisition, construction, or renovation of school sites, buildings, and other major capital improvements.	• School Construction	• Modified Accrual	Modified Accrual
	Special Revenue	Special Revenue funds are used to account for proceeds of specific revenue sources, other than major capital projects, in which expenditures are restricted for a specified purpose.	• Adult and Community Education • Food and Nutrition Services • Grants and Self-Supporting Programs	• Modified Accrual	Modified Accrual
Proprietary Funds – account for business type activities	Internal Service	Internal Service funds account for the financing of goods and services provided by one department to other departments within FCPS on a cost reimbursement basis.	• Health and Flexible Benefits • School Insurance	• Accrual • Depreciation and compensated absences not included	Accrual
Fiduciary Funds – account for resources held for others by FCPS as an agent or trustee	Trust	Pension and Other Post-Employment Benefits Trust Funds account for assets held in a trustee capacity for the members and beneficiaries.	• Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) • School Other Post-Employment Benefits (OPEB)	• Accrual • Depreciation and compensated absences not included	Accrual

School Board Funds

The budget for each of FCPS' nine School Board funds is reviewed and amended by the School Board on a quarterly basis. Since FCPS is a component unit of the Fairfax County government, appropriations are authorized by the County Board of Supervisors as part of the County's budget adoption and quarterly budget review process. Fund balances at year-end are reappropriated to the subsequent year by the local governing body.

The chart below shows the relationship between each fund within FCPS as a whole and indicates the fund type, as well as the total appropriations for each. A summary of FCPS' significant accounting policies can be found beginning on [page 123](#).



School Board Funds

School Board Funds*							
(\$ in millions)							
Fund	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change Approved to Approved		Change Revised to Approved	
				Amount	Percent	Amount	Percent
School Operating							
Budget	\$ 2,551.6	\$ 2,631.4	\$ 2,661.9	\$ 110.3	4.3%	\$ 30.5	1.2%
Positions	23,868.8	23,827.1	23,938.3	69.4	0.3%	111.2	0.5%
School Construction							
Budget	\$ 163.1	\$ 546.8	\$ 176.0	\$ 12.9	7.9%	\$ (370.8)	-67.8%
Positions	87.3	87.3	87.3	0.0	0.0%	0.0	0.0%
Food and Nutrition Services							
Budget	\$ 88.4	\$ 87.3	\$ 90.2	\$ 1.8	2.0%	\$ 3.0	3.4%
Positions	43.5	43.5	43.5	0.0	0.0%	0.0	0.0%
Adult and Community Education							
Budget	\$ 9.6	\$ 10.1	\$ 9.5	\$ (0.1)	-1.2%	\$ (0.6)	-6.1%
Positions	38.0	38.0	38.0	0.0	0.0%	0.0	0.0%
Grants and Self-Supporting Programs							
Budget	\$ 72.4	\$ 96.4	\$ 73.7	\$ 1.3	1.8%	\$ (22.7)	-23.5%
Positions	515.7	526.7	502.3	(13.4)	-2.6%	(24.4)	-4.6%
Insurance							
Budget	\$ 22.5	\$ 26.8	\$ 22.6	\$ 0.0	0.2%	\$ (4.3)	-15.9%
Positions	9.3	9.3	9.3	0.0	0.0%	0.0	0.0%
Health and Flexible Benefits							
Budget	\$ 391.3	\$ 403.2	\$ 425.7	\$ 34.4	8.8%	\$ 22.5	5.6%
Positions	19.0	19.0	19.0	0.0	0.0%	0.0	0.0%
ERFC (Retirement)							
Budget	\$ 207.9	\$ 198.3	\$ 208.7	\$ 0.8	0.4%	\$ 10.3	5.2%
Positions	30.3	30.3	30.3	0.0	0.0%	0.0	0.0%
OPEB Trust Fund							
Budget	\$ 16.8	\$ 16.8	\$ 17.5	\$ 0.7	4.4%	\$ 0.7	4.3%
Positions	0.0	0.0	0.0	0.0	0.0%	0.0	0.0%

*Does not add due to rounding.

School Operating Fund

This fund provides for the day-to-day operations and maintenance of the schools and is funded primarily by county and state funds. The fund statement can be found on [pages 137 and 138](#).

School Construction Fund

This fund provides for new facilities and all facility renewals, expansions, building modifications, and capital expenditures. Funds are primarily from the sale of general obligation bonds by the County. The fund statement can be found on [page 168](#).

Food and Nutrition Services Fund

This fund is used to account for the procurement, preparation, and serving of student breakfasts, snacks, and lunches. The primary revenue sources are receipts from food sales and the federal school lunch program. The fund statement can be found on [page 176](#).

Adult and Community Education Fund

This fund is used to account for program activities offered by the Office of Adult and Community Education. These programs include basic skills education, high school completion, English for Speakers of Other Languages, apprenticeship and occupational skills instruction, and various consumer education and special interest courses. The main revenue sources are federal grants and tuition paid by the participants, county agencies, and local businesses. The fund statement can be found on [page 180](#).

Grants and Self-Supporting Programs Fund

This fund is used to account for federal, state, nonprofit, and private industry grants that support instructional programs. This fund is also used to account for the summer school program, funded primarily from the School Operating Fund, state revenue, and tuition. The fund statement can be found on [page 182](#).

School Insurance Fund

This fund provides for the administration of workers' compensation accounts, the centralization of self-insurance accounts for liability, and the purchase of commercial insurance. The primary revenue source is the School Operating Fund. The fund statement can be found on [page 185](#).

School Health and Flexible Benefits Fund

This fund provides for the administration of the comprehensive health benefits program. FCPS self-insures the majority of its health benefits. This fund also provides for payment of eligible health care and dependent care expenses for employees participating in the Flexible Spending Account program. The primary revenue source is employer, employee, and retiree contributions. The fund statement can be found on [page 188](#).

Educational Employees' Supplementary Retirement System of Fairfax County Fund (ERFC)

This fund is used to account for assets held for the members and beneficiaries of ERFC, a single-employer defined benefit pension plan. The primary revenue sources are investment income and employee and employer contributions. The fund statement can be found on [page 193](#).

School Other Post-Employment Benefits Trust Fund (OPEB)

This fund is used to account for accumulating and investing assets for FCPS' post-employment health benefit subsidies for eligible retirees and their surviving spouses, as required by GASB 45. The primary revenue sources are employer contributions and investment income. The OPEB Trust Fund Statement can be found on [page 197](#).

Policies and Practices

School Board Policies and Practices

The School Board is responsible for establishing policy for the governance and operation of Fairfax County Public Schools. All budgets are developed using a variety of assumptions based on expectations for the future. Funding decisions reflect the policies, as well as mission, vision, and student achievement goals set by the governing body. In addition, FCPS policies are developed in compliance with State Standards of Quality ([Section 22.1-253.13:1 through 22.1-253.13:10](#) of the Code of Virginia) and federal regulations (IDEA, Title I, etc.). The following section includes School Board policies that highlight significant assumptions used to develop this budget. The School Board policies and practices are divided into broad categories: reserve policies, fund balance reserve policies, position and salary policies, assumptions and costing guidelines for other budget issues, and financial policies.

Reserve Policies

School Board reserves are maintained to enable FCPS to address unanticipated needs in a timely manner. Each year, the reserve amount is approved after a careful review of previous years' expenditures and balances to ensure that sufficient contingency funding is not delayed while awaiting quarterly reviews. The specific purposes and policies that govern the use of reserve funds are summarized below.

Grants Reserve

The grants reserve is maintained in the Grants Fund to provide appropriation authority funding for grant awards received between quarterly reviews.

Food and Nutrition Services Reserve

The Food and Nutrition Services reserve is committed to ensuring the Food and Nutrition program maintains affordable and consistent meal prices by mitigating the impact of revenue and expenditure fluctuations and unanticipated expenses.

Restricted Reserves

Funds are required for Incurred But Not Reported (IBNR) claims for workers' compensation and health, as well as general liability.

School Board Flexibility Reserve

The School Board flexibility reserve is committed to meet unforeseen circumstances. Any unused portion is carried forward to the next fiscal year with School Board approval. The flexibility reserve is only reflected in the current year revised budget and is not included in the proposed, advertised, or approved budget totals.

School Materials Reserve

Funding for unanticipated school requirements is budgeted in two accounts. The Department of Special Services and Region Offices have a formula-driven reserve based on the total amount budgeted in textbooks and supplies for the schools and centers in each region. A second reserve account is included in central management and is used primarily for school needs that arise due to student enrollment adjustments.

Staffing Reserve

Each year the budget includes teacher and instructional assistant positions and related funding as a contingency for staffing requirements that exceed existing allocations and are identified after the budget is finalized. The staffing reserve has been used to increase classroom positions at schools when enrollment exceeds projections, address unique special education circumstances, help reduce/eliminate combination classes at the elementary school level, and to address large class sizes. Positions are allocated during normally scheduled staffing meetings and the majority of general education adjustments occur in the months of August and September.

Strategic Reserve

Budgeted in the Deputy Superintendent's Office and used by the Project Management Oversight Committee to support the student achievement goals and the School Board's strategic governance initiative.

Fund Balance Reserve Policies

The School Board may establish fund balance reserves to address future requirements. Fund balance reserves represent funds available for the School Board's action. The specific use of these fund balances are summarized as follows:

Budgeted Beginning Balance

FCPS budgets a beginning balance each year when the budget is being developed. Funding is committed as beginning balance from the current or prior fiscal year to assist with balancing the budget for the upcoming year. Additionally, the School Board may identify funding to meet future funding requirements for school operations.

Textbook Replacement Reserve

FCPS has implemented a methodology to plan for and fund future textbook replacement requirements. Since FY 2012, newly adopted textbooks have been purchased centrally with the provision that schools will pay for these textbooks over a six-year period through a reduction in textbook per-pupil allocations. At the end of the six-year period, the accumulated funds are then available for a new textbook adoption cycle.

Virginia Retirement System Reserve

In FY 2011, the General Assembly adopted a lower Virginia Retirement System (VRS) employer contribution rate and deferred employer contributions. Local jurisdictions will face significant rate increases and will be required to repay the deferred amounts. To address these future VRS requirements, the School Board created a VRS reserve. This reserve was fully expended in FY 2014.

Transportation Public Safety Radio Reserve

One-time funding was reserved in FY 2016 for FCPS' share of Fairfax County's conversion of the public service radio system from an analog to a digital system. The analog system is reaching capacity and analog-based consoles, radios, and equipment will no longer be supported. Funding is not included for the FY 2017 Budget.

Position and Salary Policies

Position Growth Policy

All position adjustments are subject to School Board approval and are either part of the budget development cycle for the succeeding fiscal year or the quarterly budget review cycle for the current year. Adjustments in enrollment are given the highest priority. For each budget year, schools are staffed based on formulas approved by the School Board. Teachers, instructional assistants, school-based administrators, and other school-based support staff are added to or deducted from each school's position allocation based on changes in projected student enrollment.

Positions can also be adjusted due to expansions or modifications to established programs, or for new requirements. Requests for additional positions are reviewed by the Leadership Team, and forwarded to the School Board for approval.

Position Reallocation Policy

FCPS [Regulation 5135](#) establishes procedures and guidelines for principals and program managers to reallocate funds available as a result of vacant positions. Provided they maintain certain standards, and with justification, program managers have the flexibility to reallocate funds to meet unanticipated needs. Requests must be renewed annually.

Salary Increase Policy

FCPS maintains three salary scales: the teacher scale, the instructional assistant scale, and the unified scale. The unified scale includes school-based and nonschool-based administrators, transportation, food service, custodial, clerical, maintenance, and technical personnel. The other schedules published provide rates of pay for substitutes and other hourly employees. All salary adjustments are subject to School Board approval and are determined during the budget development process.

Policies and Practices

Assumptions and Costing Guidelines for Other Budget Issues

Building Maintenance

[Policy 8258](#) provides for building renovation and for infrastructure maintenance. A transfer is made from the School Operating Fund to the School Construction Fund each year to provide funding for maintenance of building systems and components based on the life cycle of the systems. Mechanical, electrical, and structural systems are monitored and maintained to support the effective and efficient operation of buildings.

Building Renovation

[Policy 8258](#) establishes goals for building renovation and infrastructure maintenance to meet the needs of the educational programs and to extend the useful life of a facility by 20 or more years.

Carryover Funding

FCPS allows schools and centers to carry over end-of-year balances for certain hourly and supply accounts. This carryover allows schools and centers to effectively use multiyear planning to meet student needs. Balances in other accounts are reviewed and carryover is approved on a case-by-case basis. Balances in projects and grants also carry forward because they are budgeted on a multiyear basis. Carryover practices are reviewed annually.

Equipment Funds Transfer

A transfer from the School Operating Fund to the School Construction Fund is made to provide funding for equipment for new construction, renewals, and additions. Approved bond sales are also used to purchase equipment for newly-constructed or renovated schools. The School Operating Fund transfer provides one-third of the cost of the equipment requirement for these new or renovated schools.

Technology Funding

The Technology Plan is updated each year to support new initiatives or to continue funding for multiyear projects. The Joint Technology Committee will review requests for technology funding and present recommendations to the Leadership Team. The Leadership Team will discuss and prioritize the needs of the school system and develop a funding plan which is then submitted to the School Board for implementation approval.

Utilities

Electricity, fuel oil, natural gas, water, and sewer are all monitored by the Department of Facilities and Transportation Services for the entire school division. Programs and incentives to conserve energy are in place and have produced excellent results. The telephone budget for the division provides funding for telephones, cellular phones, and faxes, and is monitored by the Department of Information Technology. The federal E-rate program provides discounts on eligible telecommunication services.

Vehicle and Bus Replacement

FCPS has a policy in place that establishes a goal for the replacement of vehicles and school buses based on vehicles' fuel and maintenance costs per mile (cpm) compared to the class average of the vehicle. Fairfax County's Department of Vehicle Services provides guidelines that recommend replacing sedans between four and six years, trucks between eight and eleven years, and buses after no more than 15 years. Further information can be found in [Regulation 8611](#) and [Policy 8611](#).

Vehicle Services

FCPS maintains a fleet of vehicles which includes buses, patrol cars, vans, pickup trucks, dump trucks, and maintenance vehicles. In a joint effort to maximize economies of scale, the maintenance, repairs, and fuel for FCPS vehicles is provided by Fairfax County's Department of Vehicle Services (DVS) who in turn invoices the school system for the cost of services.

Financial Policies

Basis of Presentation – Fund Accounting

FCPS 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 constitute its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. Governmental resources are allocated and accounted for in 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 funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. FCPS' primary sources of revenue are funds appropriated by other governmental units. Accordingly, most revenues are considered to be available at the time they are appropriated. For certain types of revenue, availability is determined to be 60 days from the end of the current fiscal year. Governmental fund expenditures are recognized when the liability is incurred.

All proprietary and trust funds follow the accrual basis of accounting. These funds are accounted for on a flow of economic resources measurement focus. With this measurement focus, all assets and all 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 (e.g., revenue) and decreases (e.g., expenses) in net total assets.

Budgetary Basis

Annual budgets are adopted for all funds. The capital projects fund is budgeted on a project-by-project basis. FCPS uses the modified accrual basis for governmental funds. The budgets are on a basis consistent with Generally Accepted Accounting Principles (GAAP) except that capital lease transactions, when initiated, are not budgeted as expenditures.

The budget period is the same as the accounting reporting period. The budget and the accounting reports both follow GAAP. The budget document contains the same financial entities and funds as the financial report except the financial reports include the School Activity Fund and the Gift Fund.

Encumbrances

FCPS uses encumbrance accounting to reserve funding for outstanding purchase orders, contracts, and other expenditure commitments. At the end of the fiscal year, encumbrances represent the estimated amount of obligations made in the current year that will be paid for in the succeeding year upon delivery of the goods or services. Funding for all encumbrances expires at fiscal year-end and requires reappropriation by the County Board of Supervisors.

Debt Management Policies

The Fairfax County Board of Supervisors' policy is to manage its debt within the following guidelines:

- Net debt as a percentage of estimated market value should always remain less than 3.0 percent.
- The ratio of debt service expenditures as a percentage of Combined General Fund disbursements shall not exceed 10.0 percent.

Taxing Authority

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local government. The Virginia Constitution requires that long-term debt be approved by voter referendum, and there is no statutory limit on the amount of debt the voters can approve.

Fees and Charges Policy

Divisionwide fees and charges are announced annually. [Section 22.1-6](#) of the Code of Virginia mandates that no fees may be charged unless permitted by the Code of Virginia or regulations of the Virginia Board of Education. In addition, no pupil's scholastic report card or diploma shall be withheld because of nonpayment of any such fee or charge. Additional information can be found in [Policy 5920](#) and [Regulation 5922](#).

Policies and Practices

Long Range Planning Policy

Per [Regulation 1406](#) and [Policy 1406](#), the Fairfax County School Board is committed to a divisionwide planning process that integrates long-range planning, short-range planning, and budgeting. Planning and budgeting shall be based on educationally sound assessment activities and shall include community involvement and advice.

Operating Budget Policy

FCPS shall provide a balanced annual budget whereby the budgeted expenditures must not exceed available revenues. FCPS will monitor reports and compare actual revenues and expenditures to ensure expenditures do not exceed available financial resources. The online financial system utilized by FCPS provides appropriation controls to further ensure expenditures do not exceed budgetary amounts. Further information can be found in [Policy 5501](#).

Revenue Diversification Policy

The School Board does not have taxation authority and is fiscally dependent on local government. FCPS' primary sources of revenue are funds appropriated by other governmental units. Most operating revenue is derived from local tax dollars transferred from the County General Fund, with the remaining revenue obtained from federal, state, tuition, fees, and other sources. Construction projects are funded by bonds approved by voter referendum. It is the policy of the School Board to explore all available sources of revenue. Further information can be found in [Policy 5110](#).

Fund Management Policies

The Division's other funds have the same expenditure and approval controls as the School Operating Fund. Oversight responsibility for each fund is listed below.

Fund	Departments
School Construction	Facilities and Transportation Services
Food and Nutrition Services	Financial Services
Adult and Community Education	Instructional Services
Grants and Self-Supporting Programs	Financial Services, Instructional Services, Special Services, and Information Technology
School Insurance	Financial Services and Human Resources
Health and Flexible Benefits	Financial Services and Human Resources
Educational Employees' Supplementary Retirement System of Fairfax County	ERFC Office, Financial Services, and Human Resources
School Other Post-Employment Benefits Trust Fund	Financial Services and Human Resources

Expenditure Controls and Approval Policies

The budget is controlled at certain legal and administrative levels. The legal level is placed at the individual fund level and the administrative controls are placed at the commitment item group for each office and school within a fund.

The FCPS budget document serves as a means to formulate planning and resource allocation alternatives by the Leadership Team and School Board. It also serves as the primary vehicle to inform County citizens and the business community about the mission, priorities, and objectives of the school division. After the budget is adopted in May and the appropriations are made to multiple accounts, the budget becomes the primary financial management tool for administering and monitoring expenditures.

Certain portions of the budget are administered centrally. Budgeting and monitoring of all full-time salary accounts and employee benefits are the responsibility of the Office of Budget Services. Contractual services, supply, and equipment accounts are managed at the local office and school level within guidelines established by the assistant superintendent, Department of Financial Services.

Program managers are authorized to approve expenditures of funds within their respective department, office, or school, provided the funds are used in accordance with FCPS' 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 coding. The Office of Procurement Services ensures that all orders are in compliance with legal

purchasing regulations and approves all bid awards and contracts. The Office of Budget Services and program managers carefully monitor comparisons between budget and actual expenditures to maintain cost control and to prevent overspending.

Encumbrance Control Practices

Another important component in the FCPS financial control and reporting system is the encumbrance of funds. All expenditures – purchase orders, contracts, or salary commitments – must have funds set aside or encumbered to ensure that funds will be available when payment is due. The encumbrance process is an important control measure to prevent over-expenditure of budget appropriations due to lack of information about future commitments.

Budget Transfer Practices

School principals and program managers have flexibility to reallocate budget funds to support specific needs. However, system controls on the transfer of funds ensure that expenditures do not exceed available financial resources and that expenditure guidelines are followed. Amendments, changes, or transfers at the legal level or individual fund level require the specific approval of the School Board.

Financial Information and Reporting Practices

Financial reports are provided monthly to schools and departments for reconciliation and monitoring purposes. FCPS operates the following financial information and reporting systems:

BPREP – budget preparation system that provides reports on historical and current budget data in a variety of formats.

BPS – position budgeting subsystem of BPREP that enables the production of detailed forecasts of the number and cost of personnel resources.

FOCUS – an enterprise resource planning financial and procurement solution that processes financial transactions and provides reports to assist the School Board, Leadership Team, and program managers in administering and monitoring the budget. This system provides appropriation controls to ensure expenditures do not exceed budgeted amounts. The combined financial statements of FCPS are prepared in conformity with Generally Accepted Accounting Principles (GAAP) applicable to governmental units. The County Board of Supervisors provides significant funding to FCPS, and FCPS is considered a component of the Fairfax County Government.

ORBIT – a data warehouse solution that integrates financial, procurement and payroll data from FOCUS and other subsystems including the Human Resources Information System and BPREP.

Budget Amendment Practices

The budget is reviewed and amended by the School Board on a quarterly basis. The Office of Budget Services evaluates all revenue and expenditures accounts and recommends changes accordingly. During these reviews, funds may be reallocated to address unanticipated critical needs.

Inventory Management Policy

Inventory management shall be conducted to ensure that the most economical use of equipment, supplies, and textual and library materials is accomplished through adequate accountability, use, maintenance, and disposal practices. The quantity and types of items in use in schools shall be controlled by the guidelines for equipping schools approved by the Superintendent. Acquisition of items of capital outlay equipment not authorized by the guidelines shall be approved by the appropriate region assistant superintendent or department assistant superintendent prior to procurement. Periodic physical inventories shall be made of all accountable units at established time intervals. Additional information can be found in [Policy 5028](#).

Legal Authority

The Fairfax County School Board (FCSB) is charged by the Commonwealth of Virginia and the regulations of the Virginia Board of Education with providing and operating the public schools of Fairfax County. It is the function of the FCSB to set general school policy and, within the framework of Virginia Board of Education regulations, to establish guidelines and rules that will ensure the proper administration of the school program.

Financial

Click on the items below to be directed to the appropriate page

[School Board Funds](#)

[All Funds Summary](#)

[Combined Fund Statement](#)

[School Operating Fund Statement](#)

[School Operating Fund Revenue](#)

[School Operating Fund Expenditures](#)

[Capital Projects Fund](#)

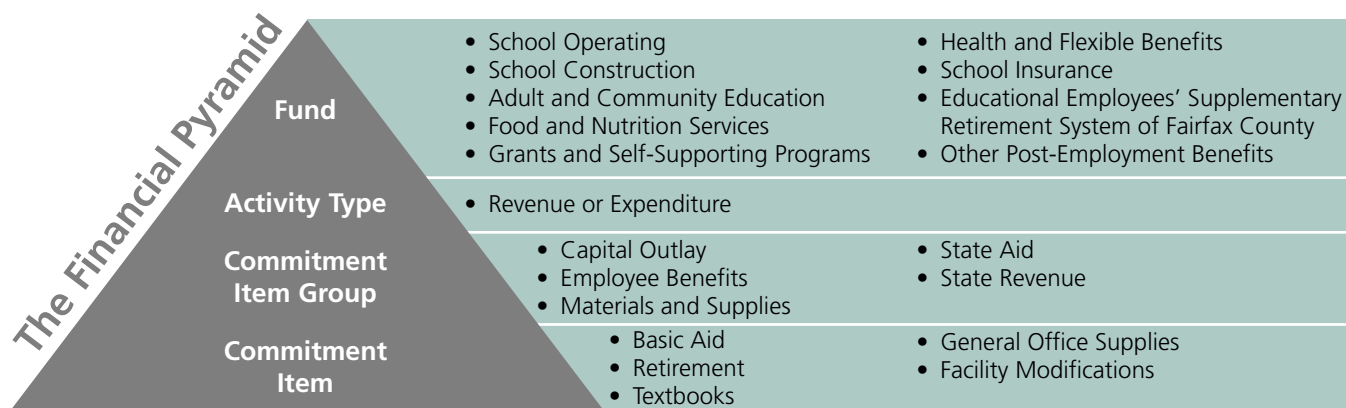
[Special Revenue Funds](#)

[Internal Service Funds](#)

[Trust Funds](#)

Classification Structure

The primary elements used to classify revenues and expenditures are: fund, activity type, commitment item group, and commitment item. Funds represent the highest level of the classification structure. Activity type refers to revenues and expenditures. Commitment item group classifies revenues and expenditures into broad categories. Commitment item is the lowest level of the classification structure for revenues and expenditures. As shown in the chart, these elements can be viewed as a pyramid, with fund being the top level and commitment item being the lowest level of detail. This pyramid approach is reflected in all of the financial summaries that follow.



Fund Classification	Fund Type	Fund Description	School Board Fund	Budget Basis	Accounting Basis
Governmental Funds – account for operating and special revenue activities	Operating	The School Operating Fund is FCPS' primary operating fund which accounts for all financial resources except those that are accounted for in another fund.	• School Operating	• Modified Accrual • ER Daniels Trust and Gift fund not included	Modified Accrual
	Capital Projects	The Capital Projects Fund tracks financial transactions used for the acquisition, construction, or renovation of school sites, buildings, and other major capital improvements.	• School Construction	• Modified Accrual	Modified Accrual
	Special Revenue	Special Revenue funds are used to account for proceeds of specific revenue sources, other than major capital projects, in which expenditures are restricted for a specified purpose.	• Adult and Community Education • Food and Nutrition Services • Grants and Self-Supporting Programs	• Modified Accrual	Modified Accrual
Proprietary Funds – account for business type activities	Internal Service	Internal Service funds account for the financing of goods and services provided by one department to other departments within FCPS on a cost reimbursement basis.	• Health and Flexible Benefits • School Insurance	• Accrual • Depreciation and compensated absences not included	Accrual
Fiduciary Funds – account for resources held for others by FCPS as an agent or trustee	Trust	Pension and Other Post-Employment Benefits Trust Funds account for assets held in a trustee capacity for the members and beneficiaries.	• Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) • School Other Post-Employment Benefits (OPEB)	• Accrual • Depreciation and compensated absences not included	Accrual

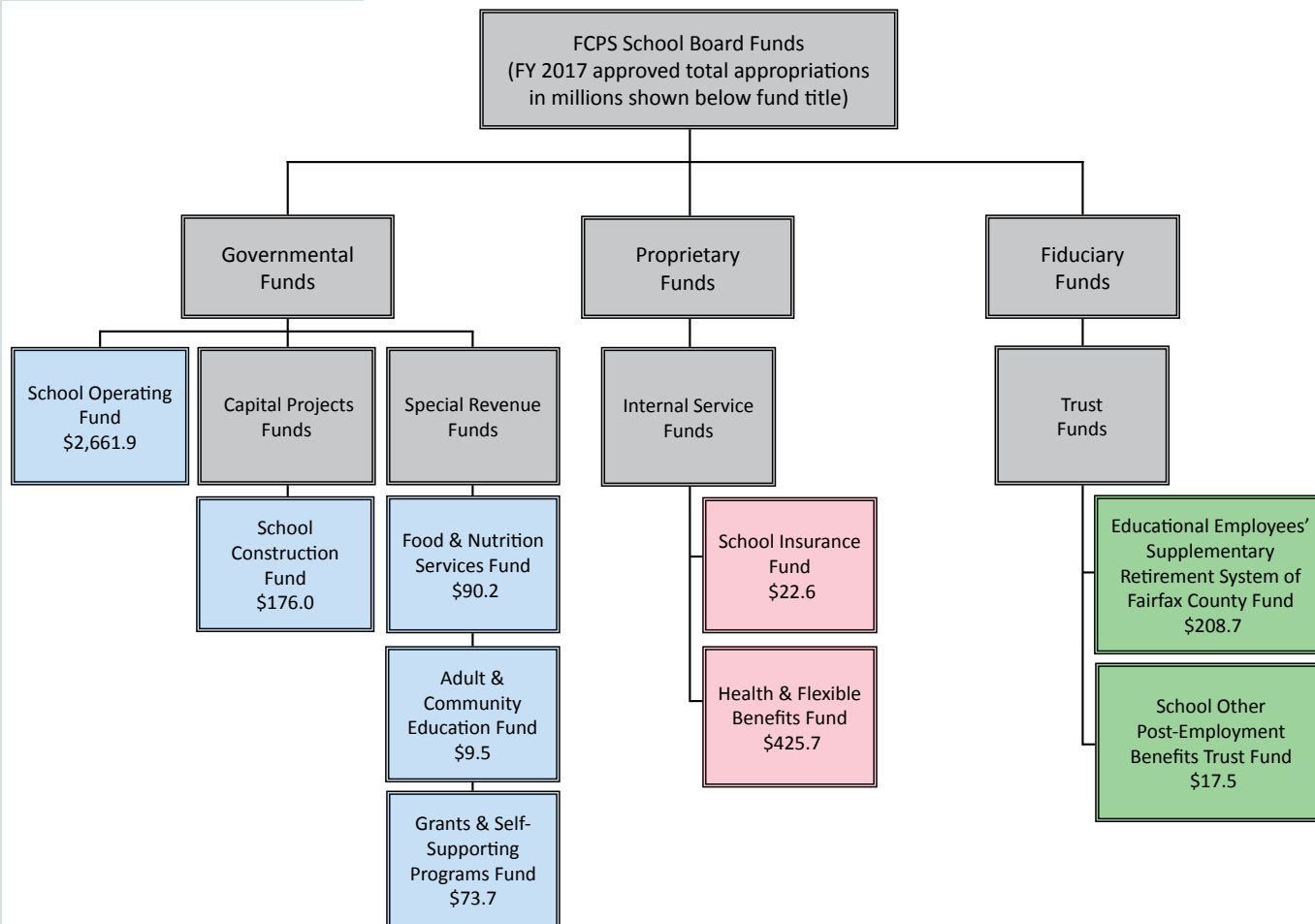
School Board Funds

The School Board controls nine major funds.

School Board Funds

The budget for each of FCPS' nine School Board funds is reviewed and amended by the School Board on a quarterly basis. Since FCPS is a component unit of the Fairfax County government, appropriations are authorized by the County Board of Supervisors as part of the County's budget adoption and quarterly budget review process. Fund balances at year-end are reappropriated to the subsequent year by the local governing body.

The chart below shows the relationship between each fund within FCPS as a whole and indicates the fund type, as well as the total appropriations for each. A summary of FCPS' significant accounting policies can be found beginning on [page 123](#).



School Operating Fund

This fund provides for the day-to-day operations and maintenance of the schools and is funded primarily by county and state funds. The fund statement can be found on [page 137 and 138](#).

School Construction Fund

This fund provides for new facilities and all facility renewals, expansions, building modifications, and capital expenditures. Funds are primarily from the sale of general obligation bonds by the County. The fund statement can be found on [page 168](#).

Food and Nutrition Services Fund

This fund is used to account for the procurement, preparation, and serving of student breakfasts, snacks, and lunches. The primary revenue sources are receipts from food sales and the federal school lunch program. The fund statement can be found on [page 176](#).

Adult and Community Education Fund

This fund is used to account for program activities offered by the Office of Adult and Community Education. These programs include basic skills education, high school completion, English for Speakers of Other Languages, apprenticeship and occupational skills instruction, and various consumer education and special interest courses. The main revenue sources are federal grants and tuition paid by the participants, county agencies, and local businesses. The fund statement can be found on [page 180](#).

Grants and Self-Supporting Programs Fund

This fund is used to account for federal, state, nonprofit, and private industry grants that support instructional programs. This fund is also used to account for the summer school program, funded primarily from the School Operating Fund, state revenue, and tuition. The fund statement can be found on [page 182](#).

School Insurance Fund

This fund provides for the administration of workers' compensation accounts, the centralization of self-insurance accounts for liability, and the purchase of commercial insurance. The primary revenue source is the School Operating Fund. The fund statement can be found on [page 185](#).

School Health and Flexible Benefits Fund

This fund provides for the administration of the comprehensive health benefits program. FCPS self-insures the majority of its health benefits. This fund also provides for payment of eligible health care and dependent care expenses for employees participating in the Flexible Spending Account program. The primary revenue source is employer, employee, and retiree contributions. The fund statement can be found on [page 188](#).

Educational Employees' Supplementary Retirement System of Fairfax County Fund (ERFC)

This fund is used to account for assets held for the members and beneficiaries of ERFC, a single-employer defined benefit pension plan. The primary revenue sources are investment income and employee and employer contributions. The fund statement can be found on [page 193](#).

School Other Post-Employment Benefits Trust Fund (OPEB)

This fund is used to account for accumulating and investing assets for FCPS' post-employment health benefit subsidies for eligible retirees and their surviving spouses, as required by GASB 45. The primary revenue sources are employer contributions and investment income. The OPEB Trust Fund Statement can be found on [page 197](#).

School Insurance Fund provides for the administration of workers' compensation accounts, the centralization of self-insurance accounts for liability, and the purchase of commercial insurance.

All Funds Summary

All Funds Summary - Revenue and Expenditures					
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	Actual	Actual	Actual	Revised	Approved
OPERATING FUND*					
Rev/TransIn	2,479,057,510	2,523,116,983	2,578,644,257	2,623,268,518	2,664,744,681
BEGINNING BALANCE	138,531,929	139,611,428	122,933,308	96,561,338	33,120,624
TRANSFERS IN	1,683,922,285	1,717,588,731	1,769,098,393	1,825,753,345	1,914,118,902
STATE REVENUE	549,948,652	558,872,800	580,500,452	587,021,541	610,463,631
FEDERAL REVENUE	42,892,996	44,692,417	41,802,895	50,533,088	42,219,310
CITY REVENUE	43,522,681	41,985,113	42,426,048	44,005,676	44,655,699
TUITION FEES & OTHER CHGS FOR SERVICES	8,418,367	8,362,583	8,815,276	8,594,827	8,802,695
MISCELLANEOUS REVENUE	8,742,301	8,849,763	9,468,864	7,817,560	8,017,560
REVENUE FROM USE OF MONEY & PROPERTY	3,078,299	3,154,149	3,599,021	2,981,144	3,346,259
Exp/TransOut	2,385,624,627	2,440,225,955	2,466,283,166	2,631,390,020	2,661,938,480
REGULAR SALARIES - CONTRACTED	1,354,649,129	1,405,539,524	1,407,955,380	1,463,272,170	1,521,282,679
HOURLY SALARIES - CONTRACTED	62,302,951	66,502,028	66,958,012	71,085,978	71,627,092
HOURLY SALARIES - NONCONTRACTED	50,207,511	50,839,548	50,619,953	49,989,125	42,387,277
SALARY SUPPLEMENTS	12,827,311	13,578,323	13,810,771	23,795,734	20,682,516
REIMBURSABLE SALARIES	-5,992,258	-5,652,167	-5,814,773	-4,136,906	-5,609,229
EMPLOYEE BENEFITS	618,234,458	615,242,813	656,923,234	678,753,156	727,739,220
MATERIALS AND SUPPLIES	99,732,835	83,576,965	86,219,728	110,306,936	86,215,089
UTILITIES	47,509,170	47,105,297	44,072,872	47,728,886	47,924,509
OTHER OPERATING EXPENDITURES	3,217,679	5,551,128	-6,656	11,043,600	2,460,547
PRIVATIZED SERVICES	60,523,634	63,040,573	60,930,941	82,488,293	63,030,976
COUNTY SERVICES	29,673,321	30,967,780	30,073,425	29,469,118	31,194,295
CAPITAL OUTLAY	13,721,435	18,815,394	13,613,055	28,969,960	19,442,175
OTHER FUNDS	4,848,016	4,468,127	7,292,539	4,468,127	4,573,127
TRANSFER OUT	34,169,435	40,650,621	33,634,686	34,155,845	28,988,208
CONSTRUCTION FUND**					
Rev/TransIn	261,948,326	284,050,335	259,184,530	242,647,857	175,955,030
BEGINNING BALANCE	86,358,314	108,682,709	74,804,908	36,866,476	0
TRANSFERS IN	7,616,120	16,606,937	18,901,359	27,266,296	20,149,030
FEDERAL REVENUE	56,377	40,925	889,518	22,909,085	0
CITY REVENUE	0	155,000	0	20,000	20,000
TUITION FEES & OTHER CHGS FOR SERVICES	0	0	240,584	300,000	500,000
MISCELLANEOUS REVENUE	12,917,516	3,564,763	3,348,162	286,000	286,000
OTHERS	155,000,000	155,000,000	161,000,000	155,000,000	155,000,000
Exp/TransOut	153,265,618	208,478,380	222,027,057	546,786,302	175,955,030
REGULAR SALARIES - CONTRACTED	6,283,536	6,542,470	6,436,356	-5,387	0
HOURLY SALARIES - CONTRACTED	376,527	399,773	527,437	2,827	0
HOURLY SALARIES - NONCONTRACTED	353,627	174,240	203,316	197,157	0
REIMBURSABLE SALARIES	-9,364,493	-9,735,069	-9,654,169	264,000	0
EMPLOYEE BENEFITS	2,583,680	2,545,999	2,704,839	20,138	0
MATERIALS AND SUPPLIES	6,328,773	6,093,014	6,570,243	13,744,915	0
UTILITIES	1,010,036	277,644	39,826	5,988,935	0
OTHER OPERATING EXPENDITURES	10,422,935	10,457,802	10,293,321	17,092,920	306,000
PRIVATIZED SERVICES	110,446,299	155,848,634	179,104,739	424,479,370	85,708,930
COUNTY SERVICES	9,168	8,563	32	-13,946	0
CAPITAL OUTLAY	22,020,262	25,416,685	23,060,721	62,904,768	13,274,030
OTHER FUNDS	2,795,269	10,448,625	2,740,397	22,110,526	76,666,070
DEBT SERVICE	0	0	0	80	0
FOOD AND NUTRITION FUND					
Rev/TransIn	95,004,237	91,451,903	88,083,999	87,262,515	90,235,620
BEGINNING BALANCE	18,830,555	15,689,133	13,755,425	12,462,035	9,033,086
STATE REVENUE	981,400	1,041,918	1,041,978	1,149,874	1,153,857
FEDERAL REVENUE	31,574,159	33,136,499	33,674,483	34,549,926	36,075,261
TUITION FEES & OTHER CHGS FOR SERVICES	43,562,520	41,566,589	39,592,304	39,083,935	43,956,209
REVENUE FROM USE OF MONEY & PROPERTY	55,602	17,763	19,809	16,745	17,207
Exp/TransOut	79,219,588	78,039,051	75,665,027	87,262,515	90,235,620
REGULAR SALARIES - CONTRACTED	2,924,319	2,961,430	3,041,786	3,315,208	3,272,493
HOURLY SALARIES - CONTRACTED	19,675,499	19,791,320	19,926,490	20,509,188	22,528,916
HOURLY SALARIES - NONCONTRACTED	574,398	630,689	600,740	610,973	620,138
REIMBURSABLE SALARIES	5,970	10,197	3,719	6,240	4,937
EMPLOYEE BENEFITS	17,984,812	18,686,155	18,838,497	20,041,976	22,221,773
MATERIALS AND SUPPLIES	1,344,912	367,959	522,994	366,727	425,491
UTILITIES	3,853	3,654	3,569	3,886	3,601
OTHER OPERATING EXPENDITURES	2,754,091	1,655,137	1,464,893	1,811,596	1,780,592
PRIVATIZED SERVICES	1,772,592	1,451,453	1,496,418	1,174,193	1,240,748
COUNTY SERVICES	215,348	213,673	105,226	207,612	102,351
CAPITAL OUTLAY	167,301	22,516	37,643	30,767	30,767
OTHER FUNDS	31,796,493	32,244,868	29,623,052	39,184,149	38,003,813

All Funds Summary - Revenue and Expenditures					
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	Actual	Actual	Actual	Revised	Approved
ADULT AND COMMUNITY EDUCATION FUND					
Rev/TransIn	9,558,679	9,756,773	9,555,533	10,133,046	9,510,462
BEGINNING BALANCE	-974,678	584,155	366,524	397,679	0
TRANSFERS IN	1,400,000	400,000	235,000	235,000	235,000
STATE REVENUE	924,913	937,762	1,074,511	936,843	744,292
FEDERAL REVENUE	1,872,981	1,790,459	1,770,597	1,778,342	1,666,438
TUITION FEES & OTHER CHGS FOR SERVICES	6,038,010	5,628,077	5,682,604	6,367,913	6,412,348
MISCELLANEOUS REVENUE	280,081	409,981	419,890	411,613	446,728
REVENUE FROM USE OF MONEY & PROPERTY	17,372	6,339	6,408	5,656	5,656
Exp/TransOut	8,974,523	9,390,248	9,157,854	10,133,046	9,510,462
REGULAR SALARIES - CONTRACTED	2,542,786	2,780,276	2,836,556	2,873,927	3,075,348
HOURLY SALARIES - CONTRACTED	5,613	6,553	8,797	10,000	6,750
HOURLY SALARIES - NONCONTRACTED	3,576,995	3,613,494	3,716,097	3,724,953	3,520,585
REIMBURSABLE SALARIES	-2,256,670	-2,421,567	-2,852,209	-3,306,175	-3,401,773
EMPLOYEE BENEFITS	1,313,362	1,283,403	1,418,122	1,499,437	1,493,529
MATERIALS AND SUPPLIES	771,097	901,896	742,535	940,890	1,010,656
UTILITIES	5,940	5,280	7,260	7,260	7,458
OTHER OPERATING EXPENDITURES	2,052,737	2,189,463	2,199,891	2,709,473	2,276,345
PRIVATIZED SERVICES	523,376	759,384	723,284	885,999	814,706
COUNTY SERVICES	439,243	195,290	176,554	207,091	179,402
CAPITAL OUTLAY	0	75,966	176,747	76,191	23,235
OTHER FUNDS	45	810	4,221	504,000	504,221
GRANTS AND SELF SUPPORTING FUND***					
Rev/TransIn	86,626,588	85,319,278	81,242,819	96,410,871	73,737,489
BEGINNING BALANCE	13,025,450	14,773,434	17,017,789	12,727,348	2,550,968
TRANSFERS IN	25,925,161	25,609,167	20,393,288	21,068,191	21,857,325
STATE REVENUE	10,753,882	10,340,990	10,635,365	13,161,913	11,053,173
FEDERAL REVENUE	33,499,581	31,244,846	29,678,954	45,715,626	35,489,711
TUITION FEES & OTHER CHGS FOR SERVICES	2,164,838	2,280,940	2,546,093	2,639,441	2,406,205
MISCELLANEOUS REVENUE	1,237,890	1,063,848	965,063	1,098,352	380,107
REVENUE FROM USE OF MONEY & PROPERTY	19,787	6,054	6,266	0	0
Exp/TransOut	71,853,154	68,309,129	68,515,472	96,410,871	73,737,489
REGULAR SALARIES - CONTRACTED	32,298,585	31,648,187	31,250,148	36,843,362	33,266,093
HOURLY SALARIES - CONTRACTED	2,282,225	2,690,903	2,757,617	2,894,484	2,057,615
HOURLY SALARIES - NONCONTRACTED	15,591,768	16,186,306	16,484,220	19,368,769	15,653,719
SALARY SUPPLEMENTS	250,646	487,702	258,947	208,600	191,421
REIMBURSABLE SALARIES	-9,491,072	-10,459,118	-11,028,863	-11,007,365	-11,216,703
EMPLOYEE BENEFITS	14,817,333	14,255,396	15,006,615	17,406,631	15,373,646
MATERIALS AND SUPPLIES	11,228,701	8,592,872	9,124,907	12,729,348	7,473,987
UTILITIES	21,373	24,085	21,431	28,695	29,400
OTHER OPERATING EXPENDITURES	1,138,134	994,550	950,249	12,623,179	7,121,013
PRIVATIZED SERVICES	1,465,401	1,305,804	1,463,206	3,320,234	1,705,796
COUNTY SERVICES	543,301	480,168	398,994	427,957	175,991
CAPITAL OUTLAY	360,088	821,422	33,077	-4,677	0
OTHER FUNDS	1,346,673	1,280,852	1,794,923	1,571,654	1,905,512
INSURANCE FUND					
Rev/TransIn	58,463,954	61,746,980	64,047,059	64,377,607	60,106,214
BEGINNING BALANCE	43,759,142	46,924,718	49,246,200	51,296,268	47,024,875
MISCELLANEOUS REVENUE	14,704,812	14,822,262	14,800,859	13,081,339	13,081,339
Exp/TransOut	14,080,477	14,215,013	14,276,098	26,846,747	22,575,354
REGULAR SALARIES - CONTRACTED	625,247	659,553	630,244	685,994	715,732
HOURLY SALARIES - CONTRACTED	1,168	1,124	4,492	3,750	3,500
HOURLY SALARIES - NONCONTRACTED	30,932	86,035	52,017	125,285	125,535
EMPLOYEE BENEFITS	237,880	232,055	244,358	300,620	318,715
MATERIALS AND SUPPLIES	3,268	3,083	2,770	4,094	4,094
UTILITIES	1,980	1,980	1,980	2,000	2,000
OTHER OPERATING EXPENDITURES	247,517	291,737	300,246	430,500	427,500
PRIVATIZED SERVICES	965,604	906,945	1,206,912	1,335,000	1,485,000
COUNTY SERVICES	0	0	434	1,000	1,000
CAPITAL OUTLAY	135,565	0	0	185,000	185,000
OTHER FUNDS	11,831,316	12,032,500	11,832,646	23,773,503	19,307,277

All Funds Summary

All Funds Summary - Revenue and Expenditures					
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	Actual	Actual	Actual	Revised	Approved
HEALTH AND FLEXIBLE BENEFITS FUND					
Rev/TransIn	363,358,288	385,177,073	395,868,635	403,231,566	425,691,299
BEGINNING BALANCE	48,736,478	45,081,559	45,144,211	39,401,484	38,576,888
MISCELLANEOUS REVENUE	314,391,398	340,022,577	350,657,906	363,757,082	387,041,411
REVENUE FROM USE OF MONEY & PROPERTY	230,411	72,937	66,518	73,000	73,000
Exp/TransOut	318,276,729	340,032,862	356,467,151	403,231,566	425,691,299
REGULAR SALARIES - CONTRACTED	1,232,107	1,402,047	1,654,878	1,956,672	1,459,308
HOURLY SALARIES - CONTRACTED	15,571	14,605	12,561	16,500	16,500
HOURLY SALARIES - NONCONTRACTED	163,087	193,141	103,363	227,250	227,250
SALARY SUPPLEMENTS	2,683	5,396	8,297	16,000	16,000
EMPLOYEE BENEFITS	537,580	552,385	677,062	696,875	744,775
MATERIALS AND SUPPLIES	6,101	7,565	7,993	207,000	207,000
OTHER OPERATING EXPENDITURES	6,453	6,309	4,778	12,000	12,000
PRIVATIZED SERVICES	576,558	427,330	353,322	468,761	995,000
COUNTY SERVICES	28,824	15,090	1,396	20,000	20,000
OTHER FUNDS	315,707,765	337,408,995	353,643,500	399,610,508	421,993,466
ERFC FUND					
Rev/TransIn	2,135,739,627	2,387,660,040	2,364,723,680	2,539,383,667	2,723,757,178
BEGINNING BALANCE	1,827,750,696	1,956,759,182	2,204,909,399	2,179,692,115	2,341,060,045
MISCELLANEOUS REVENUE	106,205,999	114,247,639	114,312,376	115,541,552	117,847,133
REVENUE FROM USE OF MONEY & PROPERTY	201,782,933	316,653,219	45,501,905	244,150,000	264,850,000
Exp/TransOut	178,980,445	182,750,641	185,031,565	198,323,622	208,671,625
REGULAR SALARIES - CONTRACTED	2,013,374	2,095,594	2,119,891	2,310,137	2,385,927
HOURLY SALARIES - CONTRACTED	7,338	8,865	9,346	16,287	16,287
HOURLY SALARIES - NONCONTRACTED	30,225	22,318	24,304	30,550	30,550
EMPLOYEE BENEFITS	818,375	798,985	887,122	959,868	1,009,805
MATERIALS AND SUPPLIES	287,955	202,298	225,546	274,820	275,320
UTILITIES	1,320	1,320	1,384	1,600	1,600
OTHER OPERATING EXPENDITURES	49,332	49,637	42,855	72,850	75,850
PRIVATIZED SERVICES	10,823,265	11,873,449	13,183,859	13,602,963	13,848,516
COUNTY SERVICES	20,449	24,759	0	0	0
CAPITAL OUTLAY	1,142	0	49	2,000	2,000
OTHER FUNDS	164,927,670	167,673,416	168,537,207	181,052,547	191,025,770
OPEB TRUST FUND					
Rev/TransIn	89,440,451	99,451,581	112,075,175	119,988,763	130,755,276
BEGINNING BALANCE	49,648,958	64,924,690	83,877,338	95,899,763	103,209,263
MISCELLANEOUS REVENUE	34,471,108	25,524,938	26,097,000	21,689,000	22,404,000
REVENUE FROM USE OF MONEY & PROPERTY	5,320,385	9,001,953	2,100,836	2,400,000	5,142,013
Exp/TransOut	24,515,761	15,574,243	16,175,412	16,779,500	17,494,500
PRIVATIZED SERVICES	44,278	48,805	77,912	90,000	90,000
OTHER FUNDS	24,471,483	15,525,438	16,097,500	16,689,500	17,404,500
CENTRAL PROCUREMENT FUND					
Rev/TransIn	4,720,827	4,736,694	0	0	0
BEGINNING BALANCE	332,650	361,100	0	0	0
MISCELLANEOUS REVENUE	4,388,177	4,375,594	0	0	0
Exp/TransOut	4,359,834	4,425,705	0	0	0
REGULAR SALARIES - CONTRACTED	53,594	95,578	0	0	0
EMPLOYEE BENEFITS	25,188	38,060	0	0	0
MATERIALS AND SUPPLIES	4,281,052	4,090,242	0	0	0
COUNTY SERVICES	0	200,065	0	0	0
CAPITAL OUTLAY	0	1,761	0	0	0

*Operating Fund Revenue does not reflect Reserves.

** Construction Fund Revenue does not reflect Reserves and Authorized but Unissued bonds.

***Grants and Self Supporting Fund FY 2014 expenditures does not reflect an audit adjustment of \$7,639.

Combined Fund Statement

Governmental Funds Only*				
	General	Special Revenue	Capital Projects	Total FY 2017 Approved
BEGINNING BALANCE, July 1	\$ 41,985,889	\$ 11,584,054	\$ 1,058,045	\$ 54,627,988
REVENUE:				
Intergovernmental:				
County of Fairfax	\$ 1,914,118,902	\$ 3,619,872	\$ 168,100,000	\$ 2,085,838,774
Commonwealth of Virginia	610,463,632	12,951,322	-	623,414,954
Federal government	42,219,310	73,231,410	-	115,450,720
Charges for services:				
Tuition and fees	8,802,695	8,818,553	500,000	18,121,248
Food sales	-	43,956,209	-	43,956,209
Other:	11,363,819	849,698	286,000	12,499,517
Recovered costs	44,655,699	-	20,000	44,675,699
Total Revenues	\$ 2,631,624,057	\$ 143,427,064	\$ 168,906,000	\$ 2,943,957,121
TRANSFERS IN AND OTHER FINANCING:				
Transfer in from School Operating Fund	\$ -	\$ 18,472,453	\$ 7,049,030	\$ 25,521,483
Projects Authorized; Bonds Not Issued	-	-	-	-
Total Transfers In and Other Financing	\$ -	\$ 18,472,453	\$ 7,049,030	\$ 25,521,483
Total Funds Available	\$ 2,673,609,946	\$ 173,483,571	\$ 177,013,075	\$ 3,024,106,592
EXPENDITURES:				
Instructional programs	\$ 2,266,868,655	\$ 69,518,784	\$ -	\$ 2,336,387,439
Support programs	366,081,617	13,729,168	-	379,810,785
Food service	-	81,646,357	-	81,646,357
Capital outlay	-	-	175,955,030	175,955,030
Total Expenditures	\$ 2,632,950,272	\$ 164,894,308	\$ 175,955,030	\$ 2,973,799,610
TRANSFERS OUT:				
Transfer out to other governmental funds	\$ 25,521,483	\$ -	\$ -	\$ 25,521,483
Transfer out to County of Fairfax	3,466,725	-	-	3,466,725
Total Transfers Out	\$ 28,988,208	\$ -	\$ -	\$ 28,988,208
Total Disbursements	\$ 2,661,938,480	\$ 164,894,308	\$ 175,955,030	\$ 3,002,787,818
Net change in fund balances	\$ (30,314,423)	\$ (2,994,791)	\$ -	\$ (33,309,214)
Change in Inventory	\$ -	\$ -	\$ -	\$ -
RESERVES:				
VRS Reserve	\$ -	\$ -	\$ -	\$ -
Transportation Public Safety Radios	-	-	-	-
Staffing Reserve	-	-	-	-
Turf Field Replacement Reserve	-	-	1,058,045	1,058,045
Summer School Reserve	-	-	-	-
School Board Flexibility Reserve	-	-	-	-
Textbook Replacement Reserve	11,671,466	-	-	11,671,466
Food and Nutrition Services Reserve	-	8,589,263	-	8,589,263
Future Year Beginning Balance	-	-	-	-
FUND BALANCES - June 30**	\$ -	\$ -	\$ -	\$ -

*This fund statement is presented on a budgetary basis.

**Fund balances at year-end are reappropriated to the subsequent year by the local governing body.

Combined Fund Statement

Governmental Funds Only*				
	FY 2016 Revised	FY 2015 Actual	FY 2014 Actual	FY 2013 Actual
BEGINNING BALANCE, July 1	\$ 210,180,313	\$ 263,952,640	\$ 353,690,777	\$ 376,300,032
REVENUE:				
Intergovernmental:				
County of Fairfax	\$ 1,998,635,562	\$ 1,939,137,168	\$ 1,878,331,137	\$ 1,843,470,454
Commonwealth of Virginia	602,270,170	593,252,306	571,193,469	562,608,847
Federal government	155,486,067	107,816,447	110,905,146	109,896,094
Charges for services:				
Tuition and fees	28,700,885	17,284,557	16,271,601	16,621,214
Food sales	39,083,935	39,592,304	41,566,589	43,562,520
Other:	1,818,366	17,833,483	17,072,660	26,348,848
Recovered costs	44,025,676	42,426,048	42,140,113	43,522,681
Total Revenues	\$ 2,870,020,661	\$ 2,757,342,313	\$ 2,677,480,716	\$ 2,646,030,658
TRANSFERS IN AND OTHER FINANCING:				
Transfer in from School Operating Fund	\$ 30,687,270	\$ 30,490,872	\$ 36,873,698	\$ 30,393,112
Projects Authorized; Bonds Not Issued	304,138,445	-	-	-
Total Transfers In and Other Financing	\$ 334,825,715	\$ 30,490,872	\$ 36,873,698	\$ 30,393,112
Total Funds Available	\$ 3,415,026,689	\$ 3,051,785,825	\$ 3,068,045,191	\$ 3,052,723,802
EXPENDITURES:				
Instructional programs	\$ 2,281,564,244	\$ 2,149,880,306	\$ 2,113,150,807	\$ 2,092,768,884
Support programs	411,662,880	360,441,500	364,116,266	339,513,986
Food service	78,229,429	75,665,027	78,039,051	79,219,588
Capital outlay	546,786,302	222,027,057	208,478,380	153,265,618
Total Expenditures	\$ 3,318,242,855	\$ 2,808,013,890	\$ 2,763,784,504	\$ 2,664,768,075
TRANSFERS OUT:				
Transfer out to other governmental funds	\$ 30,687,270	\$ 30,490,872	\$ 36,873,698	\$ 30,393,112
Transfer out to County of Fairfax	3,468,575	3,143,814	3,776,923	3,776,323
Total Transfers Out	\$ 34,155,845	\$ 33,634,686	\$ 40,650,621	\$ 34,169,435
Total Disbursements	\$ 3,352,398,700	\$ 2,841,648,576	\$ 2,804,435,125	\$ 2,698,937,510
Net change in fund balances	\$ (147,552,324)	\$ (53,815,391)	\$ (90,080,710)	\$ (22,513,740)
Change in Inventory	\$ -	\$ 43,063	\$ 342,573	\$ (95,516)
RESERVES:				
VRS Reserve	\$ -	\$ -	\$ -	\$ 16,910,502
Transportation Public Safety Radios	-	7,445,623	-	-
Staffing Reserve	-	763,930	-	-
Turf Field Replacement Reserve	1,058,045	1,058,045	767,048	-
Summer School Reserve	2,550,968	-	-	-
School Board Flexibility Reserve	8,000,000	8,000,000	8,000,000	8,000,000
Textbook Replacement Reserve	8,865,265	6,059,244	3,469,044	906,531
Food and Nutrition Services Reserve	9,033,086	-	-	-
Future Year Beginning Balance	27,838,595	55,677,190	74,529,970	115,118,109
FUND BALANCES - June 30**	\$ 5,282,029	\$ 131,176,280	\$ 177,186,578	\$ 212,755,634

School Operating Fund Statement

School Operating Fund Statement*						
	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1						
Budgeted Beginning Balance	\$ 57,491,613	\$ 65,740,509	\$ 51,691,375	\$ 27,838,595	\$ 30,347,826	\$ 33,120,624
Grants Carryover	2,171	-	-	-	-	-
Department Critical Needs Carryover	5,196,256	4,878,600	3,958,072	-	4,078,400	-
Schools/Projects Carryover	26,381,406	22,281,755	17,635,691	-	16,204,465	-
Outstanding Encumbered Obligations	45,981,611	36,083,968	34,323,292	-	36,575,423	-
Prior Committed Priorities and Requirements	3,478,872	7,626,595	12,690,270	-	6,153,754	-
Strategic Plan Investments	-	3,000,000	2,634,608	-	3,201,469	-
Total Beginning Balance	\$ 138,531,929	\$ 139,611,428	\$ 122,933,308	\$ 27,838,595	\$ 96,561,338	\$ 33,120,624
RESERVES:						
Future Year Beginning Balance	\$ 44,204,962	\$ 48,532,885	\$ 22,838,595	\$ 3,976,588	\$ 27,838,595	\$ -
Centralized Textbook Replacement Reserve	7,723,500	906,531	3,469,044	6,059,244	6,059,244	8,865,265
Staffing Reserve to Address Class Size	-	-	-	763,930	763,930	-
Transportation Public Safety Radios	-	-	-	7,445,623	7,445,623	-
School Board Flexibility Reserve	8,000,000	8,000,000	8,000,000	-	8,000,000	-
VRS Reserve Available from Prior Year	60,600,000	16,910,502	-	-	-	-
Total Reserve	\$ 120,528,462	\$ 74,349,918	\$ 34,307,639	\$ 18,245,385	\$ 50,107,392	\$ 8,865,265
REVENUE:						
Sales Tax	\$ 166,833,237	\$ 171,296,959	\$ 180,733,817	\$ 182,316,374	\$ 185,306,610	\$ 192,391,105
State Aid	383,115,415	387,575,841	399,766,635	405,810,153	401,714,930	418,072,526
Federal Aid	42,892,996	44,692,417	41,802,895	42,219,310	50,533,088	42,219,310
City of Fairfax Tuition	43,522,681	41,985,113	42,426,048	42,881,222	44,005,676	44,655,699
Tuition, Fees, and Other	20,238,967	20,366,495	21,883,161	19,393,531	19,393,531	20,166,514
Total Revenue	\$ 656,603,296	\$ 665,916,825	\$ 686,612,556	\$ 692,620,591	\$ 700,953,835	\$ 717,505,155
TRANSFERS IN:						
Combined County General Fund	\$ 1,683,322,285	\$ 1,716,988,731	\$ 1,768,498,393	\$ 1,825,153,345	\$ 1,825,153,345	\$ 1,913,518,902
County Transfer - Cable Communications	600,000	600,000	600,000	600,000	600,000	600,000
Total Transfers In	\$ 1,683,922,285	\$ 1,717,588,731	\$ 1,769,098,393	\$ 1,825,753,345	\$ 1,825,753,345	\$ 1,914,118,902
Total Revenue and Transfers	\$ 2,340,525,581	\$ 2,383,505,556	\$ 2,455,710,949	\$ 2,518,373,936	\$ 2,526,707,180	\$ 2,631,624,057
Total Funds Available	\$ 2,599,585,972	\$ 2,597,466,902	\$ 2,612,951,896	\$ 2,564,457,916	\$ 2,673,375,910	\$ 2,673,609,946

* Does not add due to rounding.

School Operating Fund Statement

School Operating Fund Statement*						
	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
EXPENDITURES:	\$ 2,351,455,192	\$ 2,399,575,335	\$ 2,432,648,480	\$ 2,522,679,728	\$ 2,589,234,175	\$ 2,632,950,272
School Board Flexibility Reserve	-	-	-	-	8,000,000	-
Total Expenditures	\$ 2,351,455,192	\$ 2,399,575,335	\$ 2,432,648,480	\$ 2,522,679,728	\$ 2,597,234,175	\$ 2,632,950,272
TRANSFERS OUT:						
Construction Fund	\$ 7,616,120	\$ 15,096,706	\$ 12,469,898	\$ 7,446,786	\$ 12,666,296	\$ 7,049,030
Grants and Self-Supporting Fund	21,376,992	21,376,992	17,785,974	17,785,974	17,785,974	18,237,453
Adult and Community Education Fund	1,400,000	400,000	235,000	235,000	235,000	235,000
Consolidated Debt Service Fund	<u>3,776,323</u>	<u>3,776,923</u>	<u>3,143,814</u>	<u>3,468,575</u>	<u>3,468,575</u>	<u>3,466,725</u>
Total Transfers Out	\$ 34,169,435	\$ 40,650,621	\$ 33,634,686	\$ 28,936,335	\$ 34,155,845	\$ 28,988,208
Total Disbursements	\$ 2,385,624,627	\$ 2,440,225,955	\$ 2,466,283,166	\$ 2,551,616,063	\$ 2,631,390,020	\$ 2,661,938,480
ENDING BALANCE, June 30	\$ 213,961,345	\$ 157,240,947	\$ 146,668,730	\$ 12,841,853	\$ 41,985,890	\$ 11,671,466
LESS:						
Reserves:						
School Board Flexibility Reserve	\$ 8,000,000	\$ 8,000,000	\$ 8,000,000	\$ -	\$ -	\$ -
Centralized Textbook Replacement Reserve	906,531	3,469,044	6,059,244	8,865,265	8,865,265	11,671,466
Transportation Public Safety Radios	-	-	7,445,623	-	-	-
Staffing Reserve to Address Class Size	-	-	763,930	-	-	-
Set-Aside for Future Year Beginning Balance	48,532,885	22,838,595	27,838,595	3,976,588	-	-
VRS Reserve Available from Prior Year	<u>16,910,502</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Reserves	\$ 74,349,918	\$ 34,307,639	\$ 50,107,392	\$ 12,841,853	\$ 8,865,265	\$ 11,671,466
Commitments and Carryover:						
Budgeted Beginning Balance	\$ 65,740,509	\$ 51,691,375	\$ 30,347,826	\$ -	\$ 27,838,595	\$ -
Outstanding Encumbered Obligations	36,083,968	34,323,292	36,575,423	-	-	-
Schools/Projects Carryover	22,281,755	17,635,691	16,204,465	-	-	-
Department Critical Needs Carryover	<u>4,878,600</u>	<u>3,958,072</u>	<u>4,078,400</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Commitments and Carryover	\$ 128,984,832	\$ 107,608,430	\$ 87,206,115	\$ -	\$ 27,838,595	\$ -
TOTAL FUNDS AVAILABLE, JUNE 30	\$ 10,626,595	\$ 15,324,878	\$ 9,355,223	\$ -	\$ 5,282,029	\$ -
Administrative Adjustments:						
Prior Committed Priorities and Requirements						
Division Counsel	\$ 490,625	\$ -	\$ -	\$ -	\$ -	\$ -
Food and Nutrition Services Indirect Rate	-	-	934,244	-	-	-
Full-Day Mondays	-	7,639,300	-	-	-	-
Joint BOS/SB Infrastructure Sinking Reserve Fund	-	-	168,540	-	-	-
Joint BOS/SB Synthetic Turf Initiative	1,500,000	1,500,000	1,500,000	-	-	-
Licensure Requirements	350,000	-	-	-	-	-
Major Maintenance	3,550,970	3,550,970	3,550,970	-	-	-
Music Program Assessment Costs	300,000	-	-	-	-	-
Preventive Maintenance	1,200,000	-	-	-	-	-
Working Condition Standards	235,000	-	-	-	-	-
Strategic Plan Investments						
Bus and Equipment Replacement	3,000,000	2,420,000	1,516,861	-	-	-
Compensation Study & Website Content Mgmt. System	-	-	1,470,000	-	-	-
World Languages	<u>-</u>	<u>214,608</u>	<u>214,608</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Administrative Adjustments	\$ 10,626,595	\$ 15,324,878	\$ 9,355,223	\$ -	\$ -	\$ -
AVAILABLE ENDING BALANCE	\$ -	\$ -	\$ -	\$ -	\$ 5,282,029	\$ -

* Does not add due to rounding.

School Operating Fund Revenue

Revenue Overview

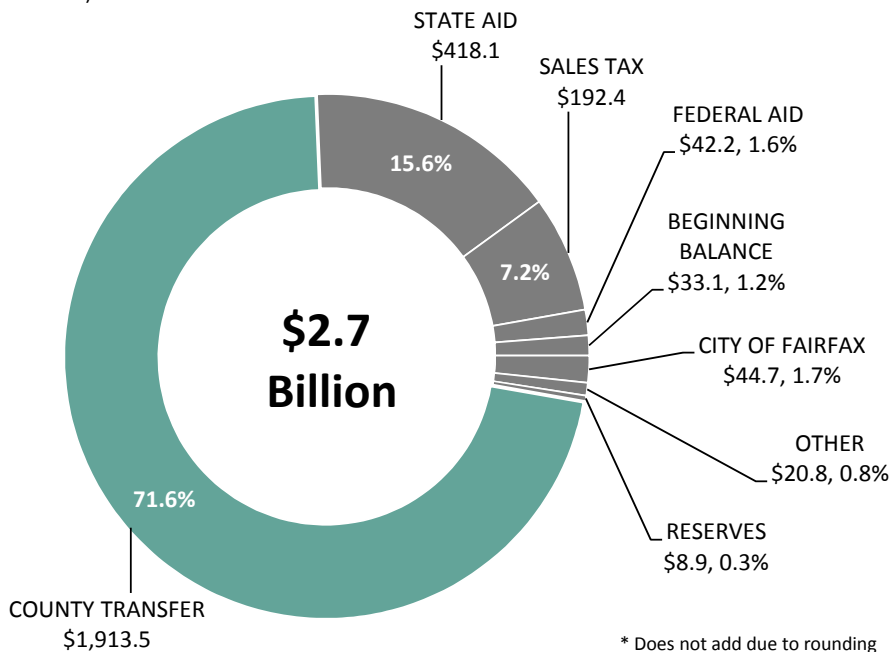
Revenue for the School Operating Fund for FY 2017 totals \$2.7 billion. This represents a net increase of \$109.2 million, or 4.3 percent, over the FY 2016 Approved Budget. The majority of this projected increase is due to an \$88.4 million, or 4.8 percent, increase in the Fairfax County General Fund transfer to FCPS for FY 2017. In addition, state revenue (sales tax and state aid combined) increases by \$22.3 million, or 3.8 percent, for FY 2017. The FY 2017 Approved Budget also contains a projected increase in revenue from City of Fairfax tuition totaling \$1.8 million, or 4.1 percent, and projected increases totaling \$0.8 million, or 3.9 percent, for Other Revenue.

As compared to the FY 2016 Revised Budget, the FY 2017 Approved Budget reflects a small increase of \$0.2 million. The FY 2016 Revised Budget includes adjustments made at the FY 2015 Final Budget Review approved by the School Board on July 23, 2015; the FY 2016 Midyear Budget Review, approved by the School Board on December 17, 2015; and the FY 2016 Third Quarter Budget Review approved by the School Board on March 10, 2016. The FY 2016 Revised Budget contains funding for the FY 2017 beginning balance, which includes administrative adjustments for prior committed priorities and requirements; funds allocated for strategic plan investments; and other commitments, such as carryover of outstanding encumbered obligations. The Revised Budget also includes funding for reserves such as the School Board Flexibility Reserve, a reserve for public safety radios in buses, a one-time adjustment to the staffing reserve to address class size, and a centralized textbook replacement reserve.

The following chart shows FCPS' sources of revenue for the FY 2017 Approved Budget.

Most of FCPS' Revenue Comes from the County Where it Comes From - FY 2017 Approved Operating Revenue*

(\$ in millions)



The FY 2017 School Operating Fund revenue budget totals \$2.7 billion, an increase of \$109.2 million, or 4.3 percent, from the FY 2016 Approved Budget.

School Operating Fund Revenue

County taxpayers provide more than 71 percent of all operating revenue.

The primary source of FCPS' operating revenue comes from Fairfax County government. The Fairfax County General Fund transfer provides 71.6 percent of FCPS' operating revenue for FY 2017. Local revenue, combined with funding from the state, accounts for 94.4 percent of the school system's operating funds. When compared to other Virginia jurisdictions, FCPS receives a much larger portion of its operating revenue from Fairfax County. Every two years, the state adjusts the education funding it provides to individual school divisions according to a local composite index (LCI - for more information, see Standards of Quality Accounts section). Since Fairfax County's LCI is higher than many other Virginia jurisdictions, the state provides only 22.8 percent (state aid and sales tax) of FCPS' funding. This is significantly less than the 50.4 percent that the state provides on average to other Virginia school divisions.

Federal revenue accounts for 1.6 percent of FCPS' operating revenue and the majority of this funding is provided for special education. FCPS receives funding from other sources, such as tuition, fees, and miscellaneous revenue, which account for approximately 2.4 percent of its operating revenue. The FY 2017 reserve balance of \$8.9 million is for a centralized textbook replacement reserve, which reflects 0.3 percent of operating revenue.

The FY 2017 Approved Budget beginning balance totals \$33.1 million and represents 1.2 percent of operating revenue. One-time funding has been used to balance the budget; however, this creates a structural deficit. While this action helps address funding needs short-term, FCPS and the county both recognize that using one-time funding for recurring expenditures is not fiscally sound over the long term.

Revenue Budget Comparison*								
(\$ in millions)								
Category	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change		Change		
				Approved to Amount	Approved Percent	Revised to Amount	Approved Percent	
Beginning Balance								
Budgeted Beginning Balance	\$ 27.8	\$ 30.3	\$ 33.1	\$ 5.3	19.0%	\$ 2.8	9.1%	
Commitments and Carryforward	-	56.9	-	-	0.0%	(56.9)	-100.0%	
Identified Needs	-	9.4	-	-	0.0%	(9.4)	-100.0%	
Reserves	18.2	50.1	8.9	(9.4)	-51.4%	(41.2)	-82.3%	
Subtotal Beginning Balance	\$ 46.1	\$ 146.7	\$ 42.0	\$ (4.1)	-8.9%	\$ (104.7)	-71.4%	
County General Fund								
SOF Transfer	\$ 1,825.2	\$ 1,825.2	\$ 1,913.5	\$ 88.4	4.8%	\$ 88.4	4.8%	
Revenue								
State Aid	\$ 405.8	\$ 401.7	\$ 418.1	\$ 12.3	3.0%	\$ 16.4	4.1%	
Sales Tax	182.3	185.3	192.4	10.1	5.5%	7.1	3.8%	
Federal Aid	42.2	50.5	42.2	-	0.0%	(8.3)	-16.5%	
City of Fairfax	42.9	44.0	44.7	1.8	4.1%	0.7	1.5%	
Other	20.0	20.0	20.8	0.8	3.9%	0.8	3.9%	
Subtotal Revenue	\$ 693.2	\$ 701.6	\$ 718.1	\$ 24.9	3.6%	\$ 16.6	2.4%	
Subtotal Revenue and Transfers	\$ 2,518.4	\$ 2,526.7	\$ 2,631.6	\$ 113.3	4.5%	\$ 104.9	4.2%	
Total School Operating Fund	\$ 2,564.5	\$ 2,673.4	\$ 2,673.6	\$ 109.2	4.3%	\$ 0.2	0.0%	

*Does not add due to rounding.

Budgeted Beginning Balance

\$33.1 million

Funding used for the beginning balance is the result of one-time expenditure savings identified from prior fiscal years. It is included in the revenue section because it adds to the total funds available for appropriation. A beginning balance of \$33.1 million is available for FY 2017 primarily from funding set-aside during prior fiscal years.

School Operating Fund Revenue

Funding of \$4.0 million was set aside at the FY 2015 Third Quarter Budget Review; \$23.9 million was set aside at the FY 2015 Final Budget Review; and \$5.3 million was set aside at the FY 2016 Third Quarter Budget Review, resulting in a total FY 2017 beginning balance of \$33.1 million. The FY 2017 budgeted beginning balance reflects a \$5.3 million, or 19.0 percent, increase above the FY 2016 Approved Budget and a \$2.8 million, or 9.1 percent increase above the FY 2016 Revised Budget.

Reserves and Commitments

As compared to the FY 2016 Approved Budget, FY 2017 reserves reflect a net decrease of \$9.4 million, or 51.4 percent. The net decrease is primarily due to the FY 2016 Approved Budget containing one-time reserves set-aside for the FY 2017 beginning balance, \$4.0 million; funding for transportation public safety radios, \$7.4 million; and an adjustment for the staffing reserve to address class size, \$0.8 million; which are not reflected in FY 2017 reserves. These reductions are partially offset by a \$2.8 million increase for FY 2017 in the centralized textbook replacement reserve.

Centralized Textbook Replacement Reserve \$8.9 million

The centralized textbook replacement reserve totals \$8.9 million for FY 2017, reflecting an increase of \$2.8 million, or 46.3 percent, over the FY 2016 textbook reserve balance of \$6.1 million. The increase consists of funding transferred to textbook replacement via a reduction in the schools' per-pupil allocations for FY 2016. Since FY 2012, newly adopted textbooks are purchased centrally with the provision that the schools will pay for these textbooks over a six-year period. The local funds are generated through reductions to their per-pupil allocations. At the end of the six-year period, the accumulated funds are available for a new textbook adoption cycle. The textbook reserve accounts for 0.3 percent of the FY 2017 operating revenue budget.

Transfers In

County General Fund \$1.9 billion

FCPS receives the majority of its funding from local funds in the form of a transfer from the Fairfax County government. The FY 2017 Approved Budget includes a transfer from the Fairfax County General Fund totaling \$1.9 billion, which is an increase of \$88.4 million, or 4.8 percent, from the FY 2016 county transfer. The proposed transfer from the county represents 71.6 percent of FCPS' projected operating revenue for FY 2017.

FCPS does not have taxing authority, and must rely on the County Board of Supervisors for funding. The Fairfax County General Fund transfer to FCPS' School Operating Fund and county funding for school debt service combined represent 52.7 percent of General Fund disbursements in the Fairfax County FY 2017 Adopted Budget. When compared to other Virginia jurisdictions, FCPS must fund a much larger portion of its budget with county funds due to a higher Local Composite Index (LCI). For more information see the Standards of Quality Accounts Section.

The primary source of revenue for Fairfax County is real estate and personal property tax dollars. The county transfer to FCPS reflects a 4.8 percent increase above the FY 2016 transfer amount and is higher than the 3.0 percent guidance that FCPS initially received from the county for FY 2017. The increase in the FY 2017 transfer was largely possible as the result of the county increasing the real estate tax rate to \$1.13 per \$100 of assessed value, which generated the much needed additional revenue for schools and other county requirements. The following chart shows Fairfax County General Fund transfers to FCPS over time.

FCPS Percentage of County General Fund Disbursements*

• FY 2013 Actual	52.3%
• FY 2014 Actual	52.0%
• FY 2015 Actual	52.0%
• FY 2016 Adopted	52.7%
• FY 2016 Revised	51.8%
• FY 2017 Adopted	52.7%

* Includes Operating Transfer, Construction Transfer, and School Debt Service.

The FY 2017 Fairfax County General Fund transfer totals \$1.9 billion, an increase in funding of \$88.4 million, or 4.8 percent, from the FY 2016 transfer.

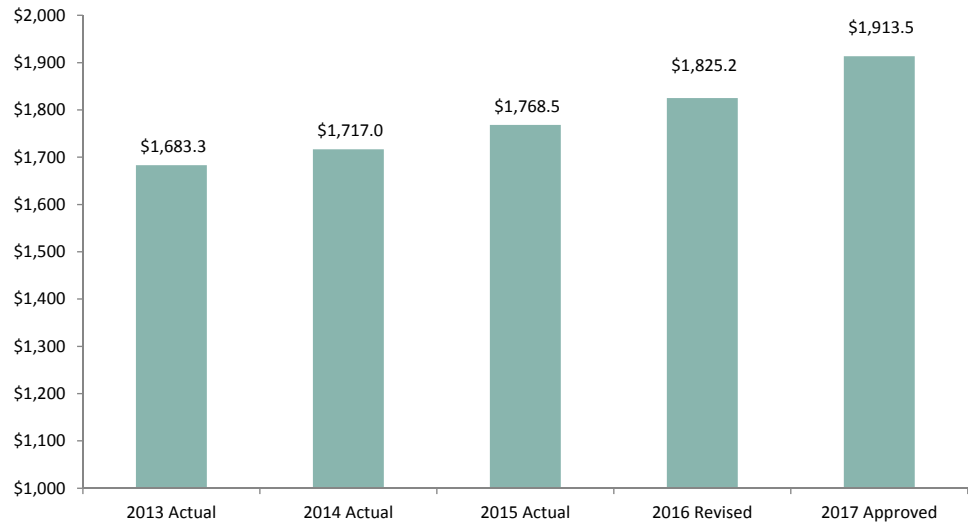
School Operating Fund Revenue

Real Estate Tax Rate

Fiscal Year	Tax Rate per \$100
FY 2013	\$1.075
FY 2014	\$1.085
FY 2015	\$1.090
FY 2016	\$1.090
FY 2017	\$1.130

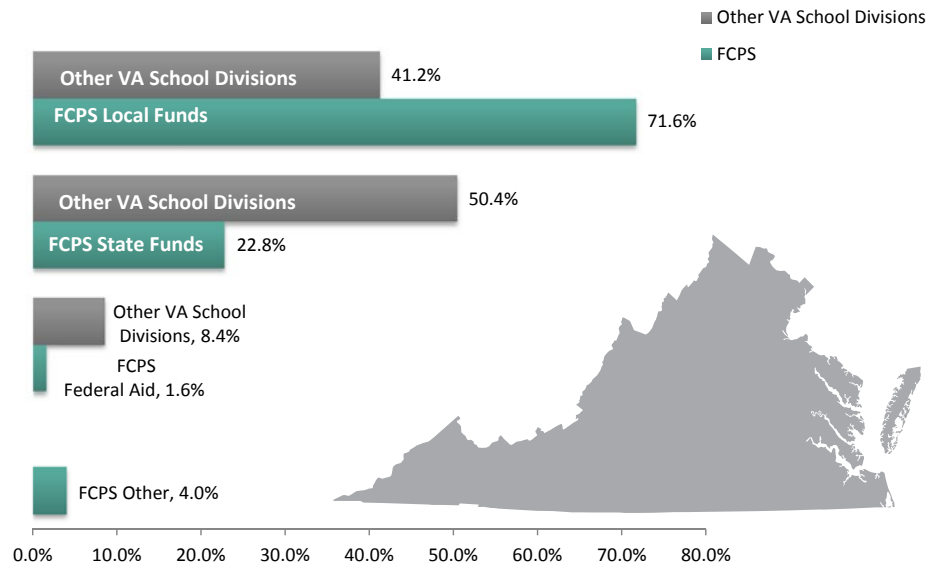
Source: FY 2017 Fairfax County Adopted Budget Plan (Overview)

County General Fund Transfers to the Operating Fund (\$ in millions)



As depicted in the chart below, FCPS' state funding of 22.8 percent is significantly less than the 50.4 percent received on average by other Virginia school divisions. In addition, FCPS' projected revenue from the county is much higher, 71.6 percent, than what other school divisions receive on average from local sources.

Revenue Comparison to Other VA School Divisions



State Aid (\$ in millions)*

• SOQ/Equalized	\$377.7
• Incentive	7.7
• Lottery Funded	31.3
• Categorical	0.4
• Other	1.1
Total	\$418.1

*Does not add due to rounding.

State Revenue

State Aid

\$418.1 million

FCPS receives its share of public education funding through state aid. The FY 2017 Approved Budget includes projected state aid (excluding sales tax revenue) totaling \$418.1 million, which is an increase of \$12.3 million, or 3.0 percent, as compared to the FY 2016 Approved Budget and an increase of \$16.4 million, or 4.1 percent, as compared to the FY 2016 Revised Budget. The projected increase in state aid for

School Operating Fund Revenue

FY 2017 reflects the impact of the General Assembly legislative action and the state's rebenchmarking of costs, changes in FCPS enrollment, technical policy updates, and the updated local composite index (LCI). As compared to the FY 2016 Revised Budget, the year-over-year change is greater than the increase from the FY 2016 Approved Budget since state aid was reduced by \$4.0 million at the FY 2016 Midyear Budget Review. The reduction was due to lower than projected enrollment as of September 30, 2015, which impacted FCPS' average daily membership (ADM) used in the state's funding distribution formula.

State Standards of Quality (SOQ) funding does not reflect the true cost of K-12 education. Localities often exceed state mandates for Standards of Learning (SOL) and Standards of Accreditation (SOA). Until the state can fully address funding concerns for K-12 programs, the financial burden will continue to be shifted to localities. State aid is divided into five types of accounts: SOQ, Incentive, Lottery, Categorical, and Other. A summary of each type follows:

Standards of Quality Accounts

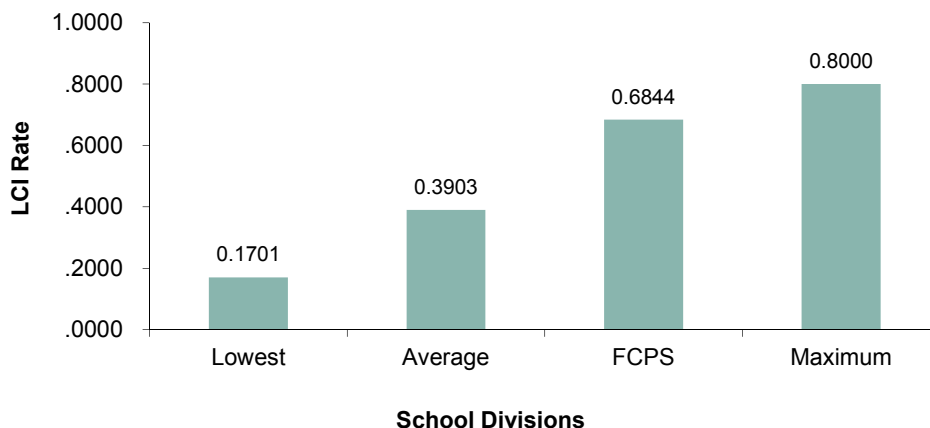
The Standards of Quality prescribe the minimum that all public schools in Virginia must meet. Standards are set by the Virginia Board of Education, subject to revision only by the General Assembly. The State Constitution gives the General Assembly the responsibility to determine the manner in which state funds are distributed to school divisions for the cost of maintaining an education program that meets the SOQ.

Projected SOQ funding for FY 2017 totals \$390.6 million, a net increase of \$20.3 million, or 5.5 percent, over the FY 2016 Approved Budget and a net increase of \$24.2 million, or 6.6 percent, over the FY 2016 Revised Budget. These increases over the FY 2016 Approved and Revised Budgets are mainly due to the impact of rebenchmarking costs and technical policy updates for the State's 2016-2018 Biennial Budget. The increase in state SOQ funding is mainly from English as a Second Language (ESOL) funding of \$12.8 million shifting from lottery-funded accounts to SOQ accounts, special education increase by \$4.7 million; and an increase of \$3.5 million from VRS retirement, social security, and Virginia group life insurance, as compared to both the FY 2016 Approved and Revised Budgets.

SOQ/ Equalized Accounts** (\$ in millions)	
• Basic Aid	\$267.5
• Textbooks*	1.0
• Vocational Education	2.0
• Gifted Education	3.0
• Special Education	45.3
• Prevention, Intervention, and Remediation	5.2
• ESOL	12.8
• VRS Retirement	35.3
• Social Security	17.1
• State Group Life	1.2
Total	\$390.6

*Additional funding is provided through the lottery-funded account.

Virginia 2016-2018 Composite Index of Local Ability-To-Pay



Historical Comparison of FCPS' Local Composite Index (LCI)	
State Biennium	LCI
2006 - 2008	0.7456
2008 - 2010	0.7650
2010 - 2012	0.7126
2012 - 2014	0.6789
2014 - 2016	0.6807
2016 - 2018	0.6844

School Operating Fund Revenue

A higher LCI means that FCPS is dependent on local funds for a significantly greater portion of its budget than other Virginia jurisdictions.

The General Assembly also apportions the cost of funding the SOQ between state and local governments. Since FY 1993, the state has implemented a policy of paying 55 percent of the shared SOQ cost, adjusted for each locality by an equalization formula. Equalization is accomplished by the use of the LCI, which mathematically combines three separate measures of local fiscal capacity into a single index and weighs a locality's ability to pay relative to other localities in the state. The LCI is based on true values of real estate and public service corporations (weighted 50 percent), adjusted gross income (weighted 40 percent), and taxable retail sales (weighted 10 percent), divided by average daily membership (ADM) and population. The LCI is calculated every two years for the State's biennium budget. Counties and cities with a lower LCI receive more state funding, while those with a higher LCI receive less. According to the State Superintendent's most recent report on Sources of Financial Support for Expenditures, Total Expenditures for Operations, and Total Per-Pupil Expenditures for Operations, FCPS received \$2,218 per pupil in state aid for FY 2015, while the state average per-pupil allocation was \$3,798.

Comparison of LCI for Surrounding Jurisdictions

Division	2014-2016	2016-2018	Variance
Manassas Park	.2683	.2676	(0.0007)
Manassas	.3662	.3582	(0.0080)
Prince William	.3822	.3848	0.0026
Loudoun	.5618	.5497	(0.0121)
Fairfax County	.6807	.6844	0.0037
Alexandria*	.8000	.8000	0.0000
Arlington*	.8000	.8000	0.0000
Fairfax City*	.8000	.8000	0.0000
Falls Church*	.8000	.8000	0.0000

*The local composite index is capped at 0.8000.

Of the five Northern Virginia jurisdictions not already at the cap of 0.8, two saw an increase in their LCI.

Basic Aid establishes standards for personnel; instructional materials; program and systemwide planning and management; as well as performance objectives for the Virginia Board of Education and local school divisions. Basic Aid for FY 2017 is estimated to be \$267.5 million, which is a decrease of \$0.4 million, or 0.2 percent, as compared to the FY 2016 Approved Budget and an increase of \$3.5 million, or 1.3 percent, as compared to the FY 2016 Revised Budget. In addition to Basic Aid, smaller amounts of SOQ funding totaling \$123.0 million are projected to be received for special education, vocational education, gifted education, prevention, intervention, and remediation, textbooks, VRS retirement, social security, and group life. Like Basic Aid, each SOQ account is funded by an individual per-pupil rate and equalized by the LCI.

Incentive Accounts

Incentive-based payments from the state are for programs not required by law but are intended to target resources for specific student or school needs statewide.

In order to receive funding from this category, each school division has to provide certification to the state that it will meet the requirements that are unique to each incentive category. For FY 2017, state funding from Incentive Accounts totals \$7.7

Incentive Accounts (\$ in millions)

- Governor's School \$3.3
- Limited-Term Salary Incentive 4.4

Total \$7.7

School Operating Fund Revenue

million, a net increase of \$0.3 million, or 3.6 percent, as compared to FY 2016 incentive funding. This funding is intended for two purposes: Governor's School (i.e., Thomas Jefferson High School for Science and Technology), \$3.3 million, and for the state's share of limited-term compensation funding, \$4.4 million. FCPS will receive limited-term compensation funding for FY 2017 as the result of providing salary increases for instructional and support personnel that on average increase employee salaries by at least two percent by December 1, 2016. Localities receiving these payments are required to match these funds based on the composite index of local ability-to-pay. This fund is also contingent upon state revenue receipts.

Limited Term Incentive Funding (\$ in millions)		
Fiscal Year	Amount	Purpose
2012	\$ 6.4	Support for School Operating Costs
2013	4.1	Assistance for Retirement, Inflation, and Preschool
2014	10.3	Assistance for Retirement, Inflation, Preschool, and Compensation
2016	4.6	State's share of one-time incentive funding towards FCPS providing a minimum average of 1.5 percent salary increase for FCPS employees for FY 2016
2017	4.4	State's share of one-time incentive funding towards FCPS providing a minimum average of 2.0 percent salary increase for FCPS employees for FY 2017
TOTAL	\$ 29.8	

Lottery-Funded Accounts

As the state began facing funding constraints, the General Assembly created the Lottery-Funded Programs category, which designated that certain programs be funded with lottery proceeds, rather than with state general funds. Today, basic education programs previously supported by the State's General Fund are now funded with lottery proceeds and the state continually shifts allocations between categories. FCPS is projected to receive \$18.4 million from Lottery-Funded programs for FY 2017. This is a decrease of \$8.3 million, or 31.0 percent, as compared to FY 2016 Approved and Revised Budgets from Lottery-Funded Accounts. This decrease is mainly due to the shift in ESOL funding from Lottery-Funded accounts to SOQ accounts, offset by the state restoring the Supplemental Lottery Per-Pupil Allocation (PPA), and textbook funding split between categories.

In order to receive lottery PPA, FCPS is required to certify the following:

- No more than 50 percent, or \$1.5 million, shall be used for recurring costs and at least 50 percent shall be spent on nonrecurring expenditures by the relevant school divisions. Nonrecurring costs shall include school construction, additions, infrastructure, site acquisition, renovations, technology, school buses and other expenditures related to modernizing classroom equipment, and debt service payments on school projects completed during the last 10 years.
- Local per-pupil funding for FY 2017 meets or exceeds the local per-pupil expenditure for FY 2014. School divisions are not required to provide local matching funds for this program and unexpended funds may be carried over to fiscal year 2018.

Lottery Funded Accounts (\$ in millions)

• K-3 Class Size Reduction	\$5.0
• Early Reading Intervention	1.3
• At Risk	2.5
• Foster Care	0.4
• SOL Algebra Readiness	0.7
• Career and Technical	0.4
• Special Education-Regional Tuition	0.0
• Textbooks *	5.2
• Supplemental Lottery PPA	3.0

Total **\$18.4**

*Additional funding is provided through an SOQ account.

School Operating Fund Revenue

Categorical Accounts (\$ in millions)	
• Homebound	\$0.4
Total	\$0.4

Other State Aid* (\$ in millions)	
• Vision Program	\$0.1
• CTE Equipment	0.1
• NBCT	0.8
Total	\$1.1

*Does not add due to rounding.

Today, basic education programs previously supported by the State's General Fund are now funded with lottery proceeds and the state continually shifts allocations between categories.

Categorical Accounts

Categorical programs focus on particular needs of special student populations or fulfill particular state obligations. State and federal laws and regulations typically require these programs. Funding for homebound students is the only categorical account in the FCPS Operating Fund. State funding for categorical programs is projected to be \$0.4 million for FY 2017, a \$3,069 or 0.9 percent increase as compared to the FY 2016 Approved and Revised Budgets.

Other State Aid and Grants

Other sources of state revenue include funding for the vision program, state pass-through payments for the stipend for National Board Certified Teachers (NBCT), and Career and Technical Education (CTE) equipment funding. The FY 2017 Approved Budget includes funding for these accounts totaling \$1.1 million, level funding with the FY 2016 Approved and a \$1.0 million decrease as compared to the FY 2016 Revised Budget due to a reduction in the NBCT stipend from the state.

State Funding Policies

Public education is a shared responsibility between the state and its localities, and the General Assembly determines how the costs will be shared. Several substantial state funding policies have impacted education funding and local school divisions' ability to continue to provide quality education programs. The following section provides information on policy decisions that affect education funding.

The General Assembly continues to study the cost trends and drivers to identify options for greater funding flexibility, efficiencies, and cost savings for the state's rebenchmarking process. Rebenchmarking is a process where state basic aid formulas "catch up" to more current costs of doing business already existing in school divisions (e.g., teacher salary levels, health care costs, and the cost of bus fuel). In each odd-numbered year, the state rebenchmarks the cost of Direct Aid to Public Education, updating various data elements for input to funding formulas for the next biennium. However, there is a time lag between the data elements being used in funding formulas and current market rates. Rebenchmarking calculations for the 2016-2018 biennium used key data elements from FY 2014 and FY 2015. As a result, at the end of the biennium, certain data elements used in funding calculations are several years old and state payments are based on outdated information while localities incur expenses based on current market rates.

Since Virginia General Assembly (GA) session in 2008, certain policy changes made by the state, such as eliminating several rebenchmarking formula components and continued use of limited-term funding strategies, reduce state support for education. Other major K-12 funding policy adopted to reduce funding include cap funding for support positions, adjust health care participation rates, and eliminate equipment, travel, and miscellaneous expenditures from SOQ calculation. The cost to provide services has not decreased, only the amounts recognized by the state, which shifts the costs to the localities. As the state began facing funding constraints, the GA created the Lottery-Funded Programs category as part of the Direct Aid to Public Education. This resulted in the state designating certain programs to be funded with lottery proceeds, rather than with state general funds. Today, basic education programs previously supported by the State's General Fund are now funded with lottery proceeds as indicated in following the chart.

School Operating Fund Revenue

Programs Funded by State Revenue Sources		
	FY 2008	FY 2017
SOQ Programs		
Basic Aid	•	•
Textbooks	•	Split Funded
Vocational Education	•	•
Gifted Education	•	•
Special Education	•	•
Prevention, Intervention, Remediation	•	•
State Retirement	•	•
Social Security	•	•
Group Life	•	•
ESOL	•	•
School Facilities		
Lottery for Construction and Operations	•	Eliminated
Incentive Programs		
At Risk	•	Moved to Lottery
Salary Supplement	•	•
Early Reading Intervention	•	Moved to Lottery
Governor's School	•	•
Reduced K-3 Projects	•	Moved to Lottery
SOL Algebra Readiness	•	Moved to Lottery
Special Education Regional Tuition	•	Moved to Lottery
Categorical Programs		
Foster Care	•	Moved to Lottery
Homebound	•	•
GED Program	•	•
Career and Technical Education	•	Moved to Lottery
Lottery Funded Programs		
At Risk		•
Early Reading Intervention		•
Foster Care		•
Reduced K-3 Projects		•
SOL Algebra Readiness		•
Special Education Regional Tuition		•
Career and Technical Education		•
Supplemental Lottery Per Pupil Allocation		•
Textbooks		Split Funded

• Represents the program funded by the types of state categories.

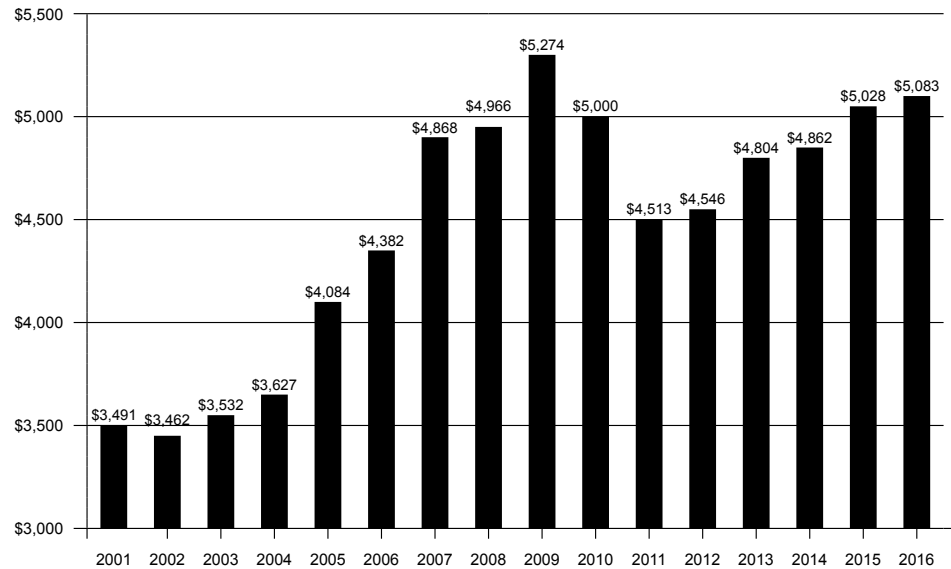
Policy changes that minimize the costs during rebenchmarking reduce the state's commitment to fund its share of K-12 education and moves further away from the progress being made toward the General Assembly's Joint Legislative Audit and Review Commission (JLARC) recommendations. Additionally, state funding policies have contributed to the decline in the level of state per-pupil funding experienced since FY 2009. Funding is increasing, but is still below FY 2009 levels.

Policy changes that minimize the costs during rebenchmarking reduce the State's commitment to fund its share of K-12 education and moves further away from the progress being made toward the General Assembly's Joint Legislative Audit and Review Commission (JLARC) recommendations.

School Operating Fund Revenue

The following chart shows the trend of Virginia K-12 per-pupil funding.

**Nominal State K-12 Funding Beginning to Slowly Rise...
(All State Per Pupil Appropriated Funds)**



Sources: Virginia Department of Education Direct Aid Entitlement Templates

Sales tax revenue is distributed to school districts based on each locality's number of school-age children.

Sales Tax

\$192.4 million

The FY 2017 Approved Budget includes projected sales tax revenue of \$192.4 million, which represents a \$10.1 million, or 5.5 percent, increase over the FY 2016 Approved Budget and a \$7.1 million, or 3.8 percent increase as compared to the FY 2016 Revised Budget. In Northern Virginia, the total state and local sales tax rate is 6.0 percent; of which, one percent of the sales and use tax levied is returned directly to local governments for General Fund use. One and one-quarter percent is dedicated to K-12 education. Of the amount collected for K-12 education, one and one-eighth percent is returned to school districts as sales tax revenue and the remaining one-eighth percent is used for the state's share of SOQ funding.

The state distributes sales tax revenue monthly to school districts for retail sales receipts two months in arrears based on each locality's number of school-age children. The state uses annual school-age (5 to 19 years old) population estimates prepared by the Weldon Cooper Center for Public Service at the University of Virginia; accordingly, local school districts are no longer required to conduct a census of all school-age persons residing in a school division every three years. Amendments to Section 58.1-638 of the Code of Virginia replaced the triennial census with the annual Weldon Cooper population estimates now used. The new method of estimating the school-age population used to distribute sales tax revenue started in FY 2014. FY 2017 sales tax revenue distribution is based on the school-age population as of July 1, 2014.

Federal Revenue

Federal Aid

\$42.2 million

The FY 2017 Approved Budget includes a federal aid projection totaling \$42.2 million, which reflects no change from the FY 2016 Approved Budget and an \$8.3 million, or 16.5 percent, decrease from the FY 2016 Revised Budget. The decrease, as compared to the FY 2016 Revised Budget, is mainly due to adjustments included in the Revised Budget that were made at the FY 2015 Final Budget Review for

Federal Aid* (\$ in millions)

• IDEA	\$33.5
• IDEA Preschool	0.7
• Impact Aid	3.2
• Federal E-Rate	2.5
• Miscellaneous	2.2

Total \$42.2

*Does not add due to rounding.

School Operating Fund Revenue

unspent multiyear federal grant awards totaling \$8.3 million, as well as grant award adjustments totaling \$0.1 million made at the FY 2016 Midyear Budget Review, and \$59,358 for the IDEA Section 611, which was made at the FY 2016 Third Quarter Budget Review. Federal funds are provided through the Impact Aid program, as well as for specific purposes, such as special education and telecommunication programs. Federal programs, except for Impact Aid, are budgeted by the federal government a year in advance of actual use by localities. Actual entitlement amounts, however, are not known until the beginning of the school year.

Special Education

The Individuals with Disabilities Education Act (IDEA) provides federal aid to ensure that all school-age children with disabilities are provided a free, appropriate public education. Federal funds are used only for the additional cost of educating students with disabilities. No locality may spend less on the education of students with disabilities than it does for students without disabilities. Further, federal funds may not supplant existing locally-funded programs. IDEA funding, the majority of FCPS' federal aid, is projected to be \$33.5 million for FY 2017, which reflects no change from the FY 2016 Approved Budget and a decrease of \$8.2 million, or 19.6 percent, when compared to the FY 2016 Revised Budget mainly due to unspent multiyear federal grant awards reflected in the Revised Budget. The federal government has committed to covering 40 percent of the excess costs for special education through IDEA funding, which is reimbursed monthly; however, for FY 2017, IDEA funding represents approximately 11.0 percent of FCPS' excess costs for special education.

Federal funds are also allocated to support the provision of special education and related services to children with disabilities between the ages of three and five through the IDEA Preschool, Section 619 Program. FCPS is projected to receive \$0.7 million in preschool funding, no change from the FY 2016 Approved Budget and a decrease of \$19,849, or 2.6 percent, from the FY 2016 Revised Budget. The FY 2017 Approved Budget reflects a funding decrease as compared to the FY 2016 Revised Budget due to adjustments included in the Revised Budget. The Revised Budget reflects an increase of \$20,043 made at the FY 2015 Final Budget Review due to unspent multiyear federal grant awards, and a \$194 decrease made at the FY 2016 Midyear Budget Review due to a change in the grant award.

Impact Aid

Federal Impact Aid provides revenue to local educational agencies to mitigate costs of educating children in areas impacted by federal activity. The purpose of the program is to minimize the fiscal inequities caused by both the presence of tax-exempt federal property and the increased burden of providing education to large numbers of children whose parents reside on federal property and/or work on federal installations. Under this program, the majority of funds are provided for students whose parents live and work on federal property, primarily Fort Belvoir, and a minimal amount for students whose parents live or work on federal property. Impact Aid is projected to be \$3.2 million for FY 2017, no change from the prior year. Impact Aid represents only 11.1 percent of the maximum basic support payment to educate federally connected students.

Federal E-Rate

FCPS participates in the federal E-Rate program that provides funding to discount telecommunication and other technology products and services used by public schools, libraries, and other selected entities. The annual discount is based on the percentage of students eligible for free or reduced-price meals. The total E-Rate revenue anticipated for FY 2017 is \$2.5 million, no change from the prior year.

IDEA provides federal aid to ensure that all school-age children with disabilities are provided a free, appropriate public education.

Federal Impact Aid provides revenue to local educational agencies to mitigate costs of educating children in areas impacted by federal activity.

School Operating Fund Revenue

Fairfax County Public Schools operates the schools owned by the City of Fairfax.

Miscellaneous

Miscellaneous federal revenue, totaling \$2.2 million, reflects no change from the FY 2016 Approved Budget and a \$0.1 million, or 5.6 percent, decrease as compared to the FY 2016 Revised Budget. Federal miscellaneous revenue includes \$1.7 million for the Carl D. Perkins Grant, \$37,630 for special education hearing appeals, and \$0.5 million for the Junior Reserve Officer Training Corps (JROTC) program. As compared to the Revised Budget, the \$0.1 million decrease is mainly due to an adjustment made at the FY 2015 Final Budget Review for unspent multiyear grant awards.

Federal Entitlement Funding in Other Funds

An additional source of revenue for FCPS is federal entitlement funding from the No Child Left Behind Act (NCLB). This funding is accounted for in the Grants and Self-Supporting Programs Fund (see [Special Revenue Funds](#)). It is estimated that FCPS will receive \$26.0 million for FY 2017. This estimate is based on FY 2016 awards; actual awards will not be known until the first quarter of the upcoming fiscal year.

City of Fairfax Tuition

\$44.7 million

Fairfax County Public Schools operates the schools owned by the City of Fairfax. The School Services Agreement between the City of Fairfax and FCPS determines the tuition due to FCPS for educating City of Fairfax students. FCPS is projected to receive \$44.7 million in tuition revenue from the City of Fairfax to provide educational services for city students based on a projected average daily membership (ADM) of 3,125 students for FY 2017. The FY 2017 Approved Budget reflects an increase of \$1.8 million, or 4.1 percent, over the FY 2016 Approved Budget and an increase of \$0.7 million, or 1.5 percent, from the FY 2016 Revised Budget. The increase in projected tuition for FY 2017 is primarily due to a projected increase in FCPS operational costs, which impacts costs allocated to the City of Fairfax tuition bill. As compared to the FY 2016 Revised Budget, FY 2017 reflects a \$0.7 million increase because the FY 2016 Revised Budget contains a \$1.1 million revenue adjustment made at the FY 2016 Midyear Budget Review to account for additional receipts related to actual tuition costs for FY 2015 tuition that were paid in the first quarter of FY 2016.

Tuition, Fees, and Other

\$20.8 million

FCPS receives tuition for students who reside outside of Fairfax County, including students from neighboring school divisions, who attend Thomas Jefferson High School for Science and Technology (TJHSST); fees, which include items such as parking permits and musical instrument rentals; and other revenue, which is primarily revenue received from community use of school facilities, proceeds from rebates, and revenue from the sale of vehicles and used equipment. In addition, beginning in FY 2012, the Fairfax County Board of Supervisors provided flexibility in the use of funds transferred to FCPS for the Cable Communications Program. As a result, funding totaling \$0.6 million was redirected from the Grants and Self-Supporting Programs Fund to the School Operating Fund to support full-day kindergarten.

Projected revenue from tuition, fees, and other revenue totals \$20.8 million for FY 2017, an increase of \$0.8 million, or 3.9 percent, over the FY 2016 Approved and Revised Budgets. The projected \$0.8 million increase for FY 2017 is due to anticipated increases in tuition received from other jurisdictions for students attending TJHSST, \$0.2 million; a projected increase in community-use fees for custodial personnel services, \$0.4 million; and a projected increase in revenue associated with local school activity funds, \$0.2 million.

A [five-year revenue detail chart](#) for the School Operating Fund can be found in the Appendix.

Tuition, Fees, and Other (\$ in millions)*	
• Tuition and Fees	\$8.8
• Miscellaneous Revenue	8.0
• Use of Money and Property	3.3
• County Cable Communications	0.6
Total	\$20.8

*Does not add due to rounding.

School Operating Fund Expenditures

Expenditure Overview

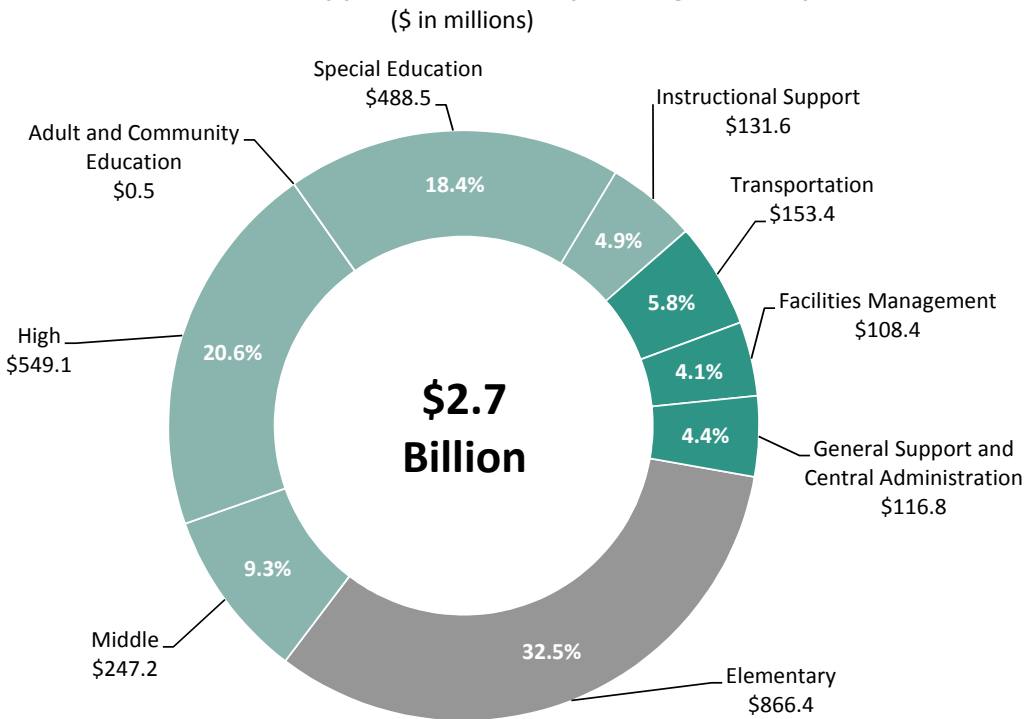
The FY 2017 Approved Budget expenditures in the School Operating Fund total \$2.7 billion, an increase of \$110.3 million, or 4.3 percent, over the FY 2016 Approved Budget, and an increase of \$30.5 million, or 1.2 percent, from the FY 2016 Revised Budget. The FY 2016 Revised Budget includes adjustments made at the FY 2015 Final Budget Review, approved by the School Board on July 23, 2015, the FY 2016 Midyear Budget Review, approved by the School Board on December 17, 2015; and the FY 2016 Third Quarter Budget Review, approved by the School Board on March 10, 2016.

Expenditure Budget by Program

- Funding instruction is FCPS' highest priority
- The importance FCPS places on instructional programs is illustrated by the fact that 85.8 percent of the budget is allocated to instructional programs
- Instruction includes elementary, middle, high, special education, adult and instructional support program costs. For example, FY 2017 elementary program costs include all direct costs to operate FCPS elementary schools, as well as all costs for additional programs offered in elementary schools, such as English for Speakers of Other Languages (ESOL).

Less than 4.5 percent of the budget is spent on general support and central administration.

Where it Goes - FY 2017 Approved School Operating Fund Expenditures



School Operating Fund Expenditures

Salaries and benefits together comprise employee compensation.

Expenditures by Category

In addition to reporting and tracking expenditures by program, FCPS budgets, reports and tracks expenditures by category. These categories include salaries, employee benefits, logistics, and transfers out (or transfers to other funds).

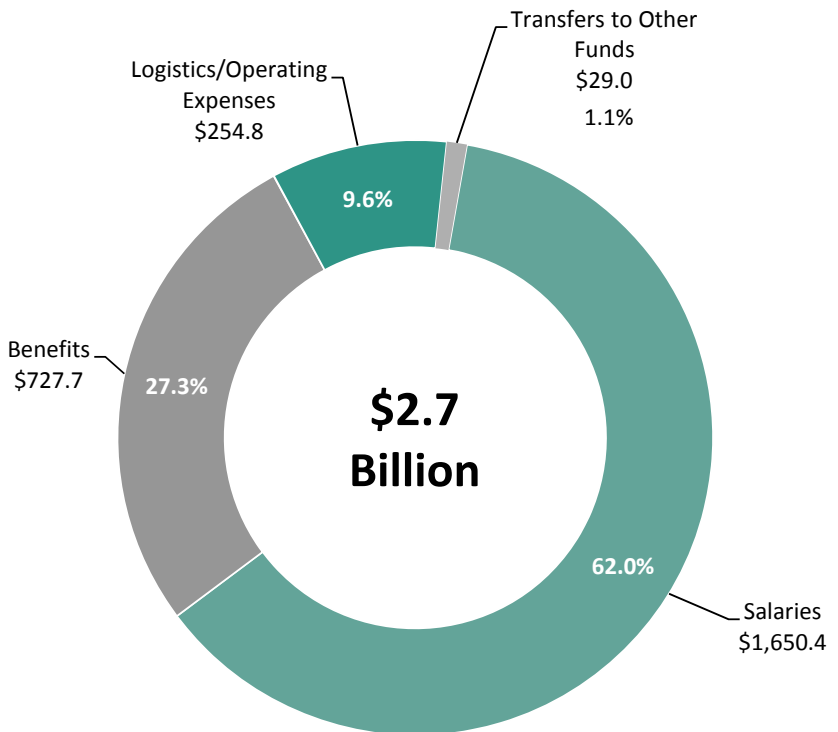
Salaries and benefits together comprise employee compensation. The majority of the budget, 89.3 percent, is for employee compensation, reflecting the fact that education is a labor-intensive enterprise. A total of 23,938.3 School Operating Fund positions are funded in the FY 2017 Approved Budget. Of these positions, 93.3 percent are school-based.

The following chart shows expenditures by category.

Largest Expenditure is Employee Compensation

FY 2017 Approved School Operating Fund

(\$ in millions)



School Operating Fund Expenditures

Expenditures by Category

The chart below illustrates total expenditures by category.

Expenditure Budget Comparison*									
(\$ in millions)									
	FY 2016	FY 2016	FY 2017	Change		Change			
	Approved	Revised	Approved	Approved to	Approved	Revised to	Approved	Amount	Percent
				Amount	Percent	Amount	Percent		
Salaries									
Regular Salaries	\$ 1,457.0	\$ 1,463.3	\$ 1,521.3	\$ 64.3	4.4%	\$ 58.0	4.0%		
Hourly Salaries-Contracted	69.6	71.1	71.6	2.0	2.9%	0.5	0.8%		
Hourly Salaries-Noncontracted	42.3	50.0	42.4	0.1	0.2%	(7.6)	-15.2%		
Salary Supplements	21.3	23.8	20.7	(0.6)	-2.8%	(3.1)	-13.1%		
Reimbursable Salaries	(5.0)	(4.1)	(5.6)	(0.6)	12.1%	(1.5)	35.6%		
Subtotal Salaries	\$ 1,585.2	\$ 1,604.0	\$ 1,650.4	\$ 65.1	4.1%	\$ 46.4	2.9%		
Employee Benefits									
Retirement	\$ 324.1	\$ 323.9	\$ 350.5	\$ 26.4	8.2%	\$ 26.6	8.2%		
Social Security	119.5	119.1	125.9	6.4	5.3%	6.7	5.7%		
Life Insurance	13.8	13.8	15.5	1.8	12.9%	1.8	12.9%		
Health Insurance	222.0	222.0	236.2	14.2	6.4%	14.2	6.4%		
Workers Compensation	8.2	8.2	8.2	-	0.0%	-	0.0%		
Other Benefits	0.5	0.5	0.5	-	0.0%	-	0.0%		
Employee Benefits Lapse	(8.8)	(8.8)	(9.1)	(0.3)	3.9%	(0.3)	3.9%		
Subtotal Employee Benefits	\$ 679.3	\$ 678.8	\$ 727.7	\$ 48.4	7.1%	\$ 49.0	7.2%		
Subtotal Compensation	\$ 2,264.6	\$ 2,282.8	\$ 2,378.1	\$ 113.5	5.0%	\$ 95.4	4.2%		
Logistics									
Materials and Supplies	\$ 95.3	\$ 110.3	\$ 86.2	\$ (9.1)	-9.5%	\$ (24.1)	-21.8%		
Utilities	46.9	47.7	47.9	1.1	2.3%	0.2	0.4%		
Other Operating Expenses	1.8	11.0	2.5	0.7	40.1%	(8.6)	-77.7%		
Privatized Services	60.1	82.5	63.0	3.0	4.9%	(19.5)	-23.6%		
County Services	32.5	29.5	31.2	(1.3)	-3.9%	1.7	5.9%		
Capital Outlay	17.2	29.0	19.4	2.2	12.9%	(9.5)	-32.9%		
Other Funds	4.5	4.5	4.6	0.1	2.3%	0.1	2.3%		
Subtotal Logistics	\$ 258.1	\$ 314.5	\$ 254.8	\$ (3.3)	-1.3%	\$ (59.6)	-19.0%		
Transfers Out	\$ 28.9	\$ 34.2	\$ 29.0	\$ 0.1	0.2%	\$ (5.2)	-15.1%		
TOTAL	\$ 2,551.6	\$ 2,631.4	\$ 2,661.9	\$ 110.3	4.3%	\$ 30.5	1.2%		

*Does not add due to rounding.

Compensation

\$2.4 billion

The majority of the budget, 89.3 percent, is for employee compensation, reflecting the fact that education is a labor-intensive enterprise. This includes salaries for positions, hourly salaries, supplements, and employee benefits. The FY 2017 compensation portion of the budget totals \$2.4 billion, which represents a \$113.5 million, or 5.0 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$95.4 million, or 4.2 percent, increase over the FY 2016 Revised Budget.

The FY 2017 budget includes funding to provide a step increase for eligible employees and a 1.0 percent MSA for all employees. Also, the budget includes \$40.0 million as an initial investment to improve teacher salary scales to enable FCPS to attract and retain the highest quality teachers. FCPS hired Segal Waters Consulting Group, a benefits, compensation, and human resources consulting firm, to identify a compensation structure that attracts and retains qualified employees through an optimal mix of salary and benefits. Recently, FCPS has experienced difficulty in recruiting teachers. At the beginning of this school year, approximately 200 teacher positions were still vacant, and many of these vacancies were in critical fields. There is also concern about a nationwide teacher shortage as evidenced by teacher preparation program enrollment dropping by 30 percent from 2010 to 2014.

The FY 2017 budget includes funding to provide a step increase for eligible employees and a 1.0 percent MSA for all employees.

School Operating Fund Expenditures

The budget includes \$40.0 million as an initial investment to improve teacher salary scales.

Additionally, teacher turnover has increased over the years. Teacher turnover was 7 percent in 2014, up from 5 percent in prior years, and exit surveys show that pay levels are a driver of this increased turnover. Over a third of the teachers who left FCPS last year had at least five years of service.

The first phase of the Compensation Study included a market study that compares the total compensation (salary and benefits) of teachers, instructional assistants, and benchmarked Unified Scale positions to local school districts, county governments, the federal government, and the private sector. The benchmarked positions were selected to represent all levels of responsibility, and to include positions that could be matched in both school and nonschool environments.

The first area addressed was teacher salaries, and the FY 2017 Approved Budget includes adjustments to the teacher salary scales to make them more competitive. The study showed that current teacher salaries are close to the survey average in years one to four, below market in years five to twenty, and more competitive in years twenty to thirty. Using a hypothetical scenario of a teacher with a Bachelor's degree who earns a Master's degree after six years, an FCPS teacher earns \$110,000 less than the survey average between years five and twenty and \$142,000 less over a 30-year career. When compared to Arlington Public Schools, an FCPS teacher earns \$229,000 less between years five and twenty and \$293,000 less over thirty years. After including employer benefit costs for health and retirement, FCPS' market position improves but is still below market for years five through twenty. When compared to the market average, an FCPS teacher earns \$72,000 less in years five to twenty and \$52,000 less over thirty years. These numbers become \$163,000 and \$141,000, respectively when compared to Arlington Public Schools.

To address teacher pay disparity, steps with the greatest gap to the market average were targeted. This approach resulted in the following:

- Gaps greater than 11 percent were closed by 50 percent
- Gaps greater than 6 percent and up to 11 percent were closed by 37.5 percent
- Gaps between 3 percent and 6 percent were closed by 25 percent
- There was no change for gaps less than 3 percent

The FY 2017 budget also includes an increase in the Virginia Retirement System (VRS), Fairfax County Employees' Retirement System (FCERS), and state life insurance rates, as well as rate increases for health. Additionally, increases in positions impact compensation. Each compensation area is addressed in the following section.

Regular Salaries

\$1.5 billion

Position salary accounts total \$1.5 billion for 23,938.3 full-time equivalent salaried employees, which represents a \$64.3 million, or 4.4 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$58.0 million, or 4.0 percent, increase over the FY 2016 Revised Budget. The following chart depicts salary adjustments for FCPS employees since FY 2010. For those years when employees did not receive a step, the teacher pay scales were modified to create a new entry level step with a lower starting salary. This ensured that salaries would be differentiated between entry-level teachers and teachers with one year of experience. It also ensured that teachers who joined FCPS from other school systems would have their years of experience counted equally.

School Operating Fund Expenditures

Salary Increase History		
Year	Step ¹	MSA
FY 2010 Actual	none	none
FY 2011 Actual	none	none
FY 2012 Actual	2.60%	1.00%
FY 2013 Actual	none	1.25%
FY 2014 Actual ²	none	2.00%
FY 2015 Actual ³	2.50%	none
FY 2016 Approved	2.50%	0.62%
FY 2017 Approved ⁴	2.50%	1.00%

¹ average for all eligible employees

² effective January 1, 2014

³ delayed to November for most employees

⁴ Not included above is funding of \$40.0 million in the FY 2017 Approved Budget as an initial investment to enhance the teacher salary scales

According to the FY 2016 Washington Area Boards of Education (WABE) Guide which compares ten local school districts, FCPS ranks sixth in terms of starting teacher salaries with a beginning salary of \$47,046. FCPS ranks seventh in terms of a mid-career teacher salary with a salary of \$61,633 based on someone beginning their tenth year of teaching and having a master's degree, and FCPS' maximum teacher salary is \$101,524 which is third from the bottom. As career teachers advance in FCPS, they tend to earn less relative to their counterparts in neighboring jurisdictions.

Additionally, as of FY 2016, two jurisdictions, Loudoun County and Prince William County, are to complete the final 1.0 percent shift of the required 5.0 percent Virginia Retirement System (VRS) employee contribution in FY 2017, as compared to FCPS, which completed the full 5.0 percent VRS shift in FY 2014. Once these jurisdictions implement the remaining 1.0 percent shift, there will be a mandated corresponding salary increase. This salary increase will reduce the gap between FCPS and these two school divisions in terms of mid-career teacher salaries. The enhancement to the salary scales coupled with the MSA included in the FY 2017 Approved Budget should improve FCPS' competitiveness with surrounding jurisdictions. Further, when benefits are considered, FCPS compares more favorably and ranks fourth with an annual employer cost of \$96,021 based on a comparison of a teacher with an annual salary of \$65,000.

The salary increase from the FY 2016 Revised Budget is impacted by temporary position reallocations completed in FY 2016 that are not included in the FY 2017 salary base. The net increase to the FY 2017 budget also includes base savings and anticipated savings from employee turnover and vacancy.

Starting Teacher Salaries* FY 2016	
Division	
Falls Church City	\$49,350
Arlington	\$48,228
Loudoun	\$47,975
Alexandria City	\$47,242
Montgomery	\$47,106
Fairfax	\$47,046
Prince William	\$46,458
Prince George's	\$46,380
Manassas City	\$46,078
Manassas Park City	\$44,750
Maximum Teacher Salaries* FY 2016	
Division	
Arlington	\$111,260
Prince William	\$110,705
Falls Church City	\$107,480
Montgomery	\$107,292
Alexandria City	\$107,259
Loudoun	\$105,146
Manassas City	\$103,497
Fairfax	\$101,524
Prince George's	\$100,775
Manassas Park City	\$100,084
Teacher Salaries Beginning 10th Year with a Masters Degree* FY 2016	
Division	
Arlington	\$77,093
Alexandria City	\$74,376
Falls Church City	\$72,140
Montgomery	\$68,739
Prince George's	\$64,776
Manassas City	\$61,642
Fairfax	\$61,633
Loudoun	\$60,687
Manassas Park City	\$57,991
Prince William	\$57,750
Teacher Salary with Benefits Comparison (salary of \$65,000)*	
Division	
Loudoun	\$98,968
Montgomery	\$97,697
Alexandria City	\$96,553
Fairfax	\$96,021
Falls Church City	\$95,685
Prince William	\$93,913
Manassas City	\$93,630
Manassas Park City	\$92,646
Arlington	\$92,200
Prince George's	\$91,623

*Of the Virginia school divisions impacted by the mandated VRS shift and corresponding salary increase, all divisions except Loudoun and Prince William have completed the full 5 percent increase; Loudoun and Prince William have only completed 4 percent.

Source: FY 2016 WABE Guide

School Operating Fund Expenditures

Lapse is budgeted as a percentage of the compensation base. It takes into account the prior year's lapse savings to more accurately reflect the actual current salaries of active employees each year when the budget is developed.

Compensation Lapse

Lapse is budgeted as a percentage of the compensation base. It takes into account the prior year's lapse savings to more accurately reflect the actual current salaries of active employees each year when the budget is developed. For example, when an experienced teacher at a school retires, the school's budget for salary and benefits is reduced for the following year to reflect the savings generated by hiring a teacher with less experience who earns a lower salary. The FY 2017 compensation base savings is \$19.1 million.

In FY 2017, the budgeted compensation lapse rate will remain at 2.1 percent. The FY 2017 total lapse budget is \$45.6 million. Lapse consists of savings from turnover and vacancy.

- Turnover: Position turnover represents the savings realized when experienced employees retire or leave the system and are replaced by workers with less experience, who earn a lower salary. For FY 2017, the savings resulting from turnover is budgeted at \$18.2 million.
- Vacancy: The FY 2017 budget also reflects \$27.4 million in savings due to position vacancies anticipated throughout the year.

The lapse rate is determined using historical trends. If the savings recognized for the current fiscal year vary significantly from the amount originally anticipated, the salary lapse rate is adjusted accordingly for the following year. Savings are impacted by changes in the economy, compensation adjustments, and other FCPS employee initiatives.

Hourly Salaries-Contracted

\$71.6 million

The budget for this category is \$71.6 million, which represents a \$2.0 million, or 2.9 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$0.5 million, or 0.8 percent, increase over the FY 2016 Revised Budget. The increase includes funding to provide a step increase for eligible employees and a 1.0 percent MSA for all employees. Hourly salaries contracted are primarily for transportation.

Hourly Salaries-Noncontracted

\$42.4 million

The budget for this category is \$42.4 million, which represents a \$0.1 million, or 0.2 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$7.6 million, or 15.2 percent, decrease from the FY 2016 Revised Budget. The increase over the Approved Budget is primarily due to a realignment from the school initiatives account to the hourly after school programs account to better reflect where program expenditures are incurred, offset by a decrease in the substitute sick/personal leave account. The decrease from the FY 2016 Revised Budget is primarily due to school carry forward of unexpended balances included in the revised and the reduction in the substitute account, offset by increases for salaries due to MSA. Hourly salaries are primarily for transportation.

Salary Supplements

\$20.7 million

The budget for this category is \$20.7 million, which represents a \$0.6 million, or 2.8 percent, decrease from the FY 2016 Approved Budget. In addition, the budget represents a \$3.1 million, or 13.1 percent, decrease from the FY 2016 Revised Budget. The decrease from the Approved Budget is primarily due to a reduction in the one-time funding in the staffing reserve to address large class sizes in elementary schools. The decrease from the FY 2016 Revised Budget is primarily

School Operating Fund Expenditures

due to carry forward of unexpended balances for the Individuals with Disabilities Education Act (IDEA) grant, offset by project momentum funding that is budgeted centrally and distributed to designated schools throughout the year.

Reimbursable Salaries (\$5.6 million)

The budget for this category reflects a net expenditure credit of \$5.6 million. The FY 2017 Approved Budget reflects a change of \$0.6 million, or 12.1 percent, from the FY 2016 Approved Budget and a change of \$1.5 million, or 35.6 percent, from the FY 2016 Revised Budget. The change from the Approved and Revised Budgets is primarily due to an increase in the Work Performed For Others (WPFO) account for after school initiatives. Within this category there are expenditure credits, also referred to as WPFO, budgeted for services performed by FCPS on behalf of the county, or for services performed by the School Operating Fund for another FCPS fund. Also included is indirect cost recovery primarily for federal grants, school nurses, and after school initiatives totaling \$9.6 million. Offsetting the \$9.6 million in expenditure credits is \$4.0 million in hourly salaries primarily to provide allocations to schools for hourly custodial support related to community use activities.

Employee Benefits \$727.7 million

The FY 2017 Approved Budget for employee benefits is \$727.7 million and includes an offsetting budgeted lapse of \$9.1 million for projected turnover and vacancy savings. This represents an increase of \$48.4 million, or 7.1 percent, over the FY 2016 Approved Budget. In addition, the FY 2017 Approved Budget represents an increase of \$49.0 million, or 7.2 percent, over the FY 2016 Revised Budget. Employee benefits represent 27.3 percent of FCPS' FY 2017 expenditure budget.

Retirement

The FY 2017 Approved Budget for retirement is \$350.5 million, which is an increase of \$26.4 million, or 8.2 percent, over the FY 2016 Approved Budget. This is also an increase of \$26.6 million, or 8.2 percent, over the FY 2016 Revised Budget. Increases to the Virginia Retirement System (VRS) contribution rates account for \$13.1 million of the increase and the Fairfax County Employees' Retirement System (FCERS) employer contribution rate increase accounts for \$1.6 million. The remainder of the increase is primarily the result of costs associated with compensation adjustments and position growth.

FCPS has hired Aon Hewitt, a provider of retirement consulting and actuarial services, to conduct a study which benchmarks FCPS' retirement benefit levels to surrounding school divisions, Fairfax County, and the federal government. The study also includes the adequacy of income replacement at retirement provided by the retirement programs that FCPS offers. The results of the study were presented to the School Board on [May 12, 2016](#) and [July 21 2016](#) for consideration of possible future options.

Virginia Retirement System (VRS)

The FY 2017 Approved Budget for VRS is \$212.0 million. This represents an increase of \$18.5 million, or 9.6 percent, over the FY 2016 Approved Budget, and is also an increase of \$18.7 million, or 9.7 percent, over the FY 2016 Revised Budget. The FY 2017 employer contribution rate increased from 14.06 percent for FY 2016 to 14.66 percent for FY 2017. This rate is approximately 90 percent of the actuarially-determined rate. The rate is projected to increase to 100 percent of the actuarially-determined rate for FY 2018. In addition to the VRS rate increase, the net effect of compensation adjustments, position growth, and turnover on the FY 2017 salary base results in higher VRS costs because retirement is a salary sensitive benefit.

FCPS offers a comprehensive benefits package to meet the needs of those beginning new careers, starting second careers, or continuing to seek the challenges and rewards of knowing that what they do has a tremendous impact on children.

Employee Benefits (\$ in millions)

• Retirement	\$350.5
• Social Security	125.9
• Life Insurance	15.5
• Health Insurance	236.2
• Workers' Compensation	8.2
• Other Benefits	0.5
• EB Lapse	(9.1)
Total	\$727.7

School Operating Fund Expenditures

VRS Retiree Health Care Credit (RHCC)

The FY 2017 Approved Budget for VRS RHCC is \$16.1 million, which is an increase of \$1.5 million, or 10.0 percent, over the FY 2016 Approved and Revised Budgets. The VRS RHCC employer contribution rate increased from 1.06 percent for FY 2016 to 1.11 percent for FY 2017. VRS RHCC is a salary sensitive benefit; therefore, the increase in FY 2017 is also due to the net effect of compensation adjustments, position growth, and turnover on the FY 2017 salary base.

Fairfax County Employees' Retirement System (FCERS)

The FY 2017 Approved Budget for FCERS is \$42.1 million, which represents an increase of \$3.3 million, or 8.5 percent, over the FY 2016 Approved and Revised Budgets. The FCERS employer contribution rate increased from 21.99 percent for FY 2016 to 22.91 percent for FY 2017, resulting in a \$1.6 million increase in employer costs. Retirement is a salary-sensitive benefit; therefore, the increase in FY 2017 is also due to the net effect of compensation adjustments, position growth, and turnover on the FY 2017 salary base. While the majority of FCPS employees participate in VRS/ERFC, tradespersons, custodians, bus drivers, food service workers, and part-time employees participate in FCERS.

The Educational Employees' Supplementary Retirement System of Fairfax County (ERFC)

The FY 2017 Approved Budget for ERFC is \$80.3 million. This represents an increase of \$3.2 million, or 4.1 percent, over the FY 2016 Approved and Revised Budgets. The FY 2017 ERFC employer contribution rate of 5.60 percent is unchanged as compared to FY 2016. Retirement is a salary-sensitive benefit; therefore, the increase is due to the net effect of compensation adjustments, position growth, and turnover on the FY 2017 salary base. ERFC is an FCPS plan created to supplement VRS to make the benefit levels comparable to the county plan (FCERS).

Health Insurance

The FY 2017 Approved Budget for health insurance is \$236.2 million, which is an increase of \$14.2 million, or 6.4 percent, over the FY 2016 Approved and Revised Budgets due primarily to higher actual health insurance rates for calendar year 2016 and higher projected rates for calendar year 2017 which will impact the last six months of the fiscal year. Health insurance rates were increased to cover the growth in actual health insurance claims, offset by benefit reductions. Medical and dental plan rate changes occur on a calendar year basis, effective January 1 each year. The FY 2017 Approved Budget includes a \$5.0 million contribution to the OPEB Trust Fund to help ensure that employer contributions to the OPEB Trust Fund satisfy the annual required contribution. The contribution amount of \$5.0 million is unchanged from FY 2016.

FCPS continues to offer a choice of three medical plans: Aetna/Innovation Health Plan, CareFirst BlueChoice Advantage Plan, and Kaiser HMO (Health Maintenance Organization) medical plan. In addition, two dental plans, Aetna Dental PPO and Aetna DMO (Dental Maintenance Organization), are offered to eligible employees.

Social Security

The FY 2017 Approved Budget for social security is \$125.9 million. This represents an increase of \$6.4 million, or 5.3 percent, over the FY 2016 Approved Budget. In addition, this represents an increase of \$6.7 million, or 5.7 percent, over the FY 2016 Revised Budget. Social security costs are budgeted for all salary-related expenditures since these costs are also incurred for employees that do not

Medical and Dental Insurance Enrollment of Active Employees as of January 1st

	2016	2017 (Projected)
Medical	21,727	21,803
Dental	22,071	22,148

School Operating Fund Expenditures

participate in FCPS' full employee benefits package. Changes in the FY 2017 salary base (for compensation adjustments, positions, and hourly salaries) impact the FY 2017 social security budget. The employer contribution rate is unchanged from FY 2016 at 7.65 percent.

Life Insurance

The FY 2017 Approved Budget for basic life insurance is \$15.5 million, which represents an increase of \$1.8 million, or 12.9 percent, over the FY 2016 Approved and Revised Budgets. The VRS State life insurance contribution rate, which is set by the Virginia General Assembly, increased to from 1.19 percent in FY 2016 to 1.31 percent for FY 2017, which is 100 percent of the actuarially-determined rate. The employer portion is 0.52 percent and the employee portion is 0.79 percent. However, FCPS pays 55.0 percent of the employees' contribution, making FCPS' total contribution 0.95 percent. The higher contribution rate results in a \$1.2 million increase in employer costs. In addition, the increase in FY 2017 is also due to the net effect of compensation adjustments, position growth, and turnover on the FY 2017 salary base. Under the new contract for County basic life insurance effective January 1, 2016, premium rates are unchanged at \$0.178 per \$1,000 of coverage for active employees and have decreased from \$2.10 per \$1,000 of coverage to \$1.617 per \$1,000 of coverage for retirees.

Employee Benefits Summary				
	FY 2016 Employer Contribution	FY 2016 Employee Contribution	FY 2017 Employer Contribution	FY 2017 Employee Contribution
Retirement Plans				
Educational Employees' Supplementary Retirement System of Fairfax County (ERFC)	5.60%	3.00%	5.60%	3.00%
Virginia Retirement System (VRS)	14.06%	5.00%	14.66%	5.00%
VRS Retiree Medical	1.06%	0.00%	1.11%	0.00%
VRS Total	15.12%	5.00%	15.77%	5.00%
FCERS (Plan B)	21.99%	5.33%	22.91%	5.33%
Social Security	7.65%	7.65%	7.65%	7.65%
Medical Insurance ¹				
Family Plan	\$14,488/year	\$4,829/year	\$15,372/year	\$5,124/year
Individual Plan	\$6,568/year	\$1,159/year	\$6,969/year	\$1,230/year
Dental Insurance ²				
Family Plan	\$848/year	\$363/year	\$887/year	\$380/year
Individual Plan	\$352/year	\$151/year	\$368/year	\$158/year
State Life Insurance (VSL)				
VSL (employer portion)	0.48%	0.00%	0.52%	0.00%
VSL (employee portion) ³	0.39%	0.32%	0.43%	0.36%
VSL Total	0.87%	0.32%	0.95%	0.36%
County Basic Life Insurance (per \$1000 of coverage) ⁴				
Active Employees	\$0.178	\$0	\$0.178	\$0
Retirees (all groups)	\$2.10	\$0	\$1.617	\$0
Long-Term Disability (per \$100 of salary) ⁵	\$0	\$0.303	\$0	\$0.303

¹ Based on the Aetna/Innovation Health medical plan for CY 2015 and CY 2016

² Based on Aetna Dental (DPPO) Insurance for CY 2015 and CY 2016

³ FCPS pays 55.0 percent of the VSL employee portion.

⁴ Based on FCPS Minnesota Life Contract for CY 2015 and CY 2016.

⁵ The cost of long-term disability (LTD) is paid entirely by the employee.

Workers' Compensation and Other

The FY 2017 Approved Budget for workers' compensation is \$8.2 million and there is no change from the prior year. Unemployment compensation of \$0.5 million and long-term disability of \$11,524 are unchanged from FY 2016.

School Operating Fund Expenditures

Logistics (\$ in millions)	
Materials and Supplies	\$86.2
Utilities	47.9
Other Operating Expenditures	2.5
Privatized Services	63.0
County Services	31.2
Capital Outlay	19.4
Other Funds	4.6
Total	\$254.8

Materials and supplies include major expenditures for instructional materials and supplies, textbooks, other noncapital equipment, tests and maintenance supplies.

Budgets for instructional and textual materials are based on per-pupil allocations.

Employee Benefits Lapse

The budget for projected savings from turnover and vacancies reflects an expenditure credit totaling \$9.1 million, which is an increase in savings of \$0.3 million, or 3.9 percent, over the FY 2016 Approved and Revised Budgets.

Logistics

\$254.8 million

The FY 2017 logistics portion of the budget totals \$254.8 million, a decrease of \$3.3 million, or 1.3 percent, compared to the FY 2016 Approved Budget and a decrease of \$59.6 million, or 19.0 percent, from the FY 2016 Revised Budget. Logistics consists of the following major categories:

Materials and Supplies

\$86.2 million

The materials and supplies budget totaling \$86.2 million represents a decrease of \$9.1 million, or 9.5 percent, from the FY 2016 Approved Budget and a decrease of \$24.1 million, or 21.8 percent, from the FY 2016 Revised Budget. This category includes major expenditures for instructional materials and supplies, textbooks, other non-capital equipment, tests and maintenance supplies. The following is a breakdown of the net changes for FY 2017:

- **Instructional Supplies:** The budget for FY 2017 is \$16.7 million, a decrease of \$0.3 million, or 1.7 percent, from the FY 2016 Approved Budget. The net decrease from the FY 2016 approved is due to the impact of enrollment totaling \$0.2 million for elementary, middle, and high schools as well as \$0.1 million in budget realignments.
- **Textbooks:** The budget for FY 2017 is \$16.3 million, a decrease of \$0.2 million, or 1.5 percent, from the FY 2016 Approved Budget due to reduced enrollment projections.
- The following chart provides examples of budgets for instructional and textual materials. These budgets are based on per-pupil allocations, and details on the standard allocation rates are provided in the Appendix. Thomas Jefferson High School for Science and Technology's textbook and supply allocations are calculated at a higher rate than the other high school allocations.

Instructional Materials Budget Examples*			
Level	Enrollment	Supplies	Textbooks
Elementary	701	\$29,197	\$57,433
Middle	1,118	\$46,565	\$117,625
High	2,239	\$97,061	\$275,016

*Online textbooks are allocated centrally, but costs are included above.

- **Other Noncapital Equipment:** The budget for FY 2017 is \$14.8 million, a decrease of \$7.3 million, or 33.2 percent, from the FY 2016 Approved Budget. The net decrease from the FY 2016 Approved Budget is due primarily to one-time funding for FCPS' share of the County's conversion of the transportation public service radio system, and reduced enrollment projections, offset by increases in budget realignments.
- **Tests:** The budget for FY 2017 is \$7.8 million, a decrease of \$0.6 million, or 7.4 percent, from the FY 2016 Approved Budget. The decrease from the FY 2016 Approved Budget is due to reduced enrollment projections.

School Operating Fund Expenditures

- **Maintenance Supplies:** The budget for FY 2017 is \$6.8 million, a decrease of \$0.6 million, or 7.9 percent, from the FY 2016 Approved Budget. This net decrease from the FY 2016 Approved Budget is due to \$0.6 million in budget realignments within the department of Facilities Management.
- **Inventory/Other Materials and Supplies:** The budget for FY 2017 is \$23.8 million, an increase of \$8,442 over the FY 2016 Approved Budget. The net increase over the FY 2016 Approved Budget is primarily due to budget realignments, offset by budget reductions totaling \$0.5 million in central operating accounts. This category includes funding for custodial supplies; library materials; general office, computer, and audio visual supplies; postage; parts for computer repairs; fixed assets greater than \$5,000; telephone maintenance equipment; reference books and bookbinding.

Utilities

\$47.9 million

The utilities budget totals \$47.9 million, an increase of \$1.1 million, or 2.3 percent from the FY 2016 approved and a \$0.2 million, or 0.4 percent increase from the FY 2016 revised. This budget category provides for the divisionwide use of electricity, fuel oil, natural gas, telephone, water, sewer, and refuse collection services.

Striving for continued efficiencies, the Department of Facilities and Transportation Services pursues energy and cost-saving measures. Over 1,800 electricity, natural gas, oil, and water bills are recorded each month in web-based energy tracking software. Consumption data is continuously monitored for anomalies and usage trends. When possible, facilities are retrofitted to improve energy efficiency and conservation efforts. FCPS has energy management systems which have surpassed their life expectancy and require an additional investment of funds which is not included in the FY 2017 budget.

- The FY 2017 budget for telephone service is \$9.7 million, which represents a \$43,071, or 0.4 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$0.8 million, or 7.9 percent, decrease from the FY 2016 Revised Budget. The \$0.8 million decrease from the FY 2016 revised is due to carryforward from FY 2015 for outstanding encumbered obligations. The telephone budget provides funding for basic telephone service fees, long distance fees, high-speed data access, and fees for equipment and service for cellular phones and pagers.
- The FY 2017 budget for electricity is \$27.6 million, which represents a \$1.0 million, or 3.8 percent, increase over the FY 2016 Approved and Revised budgets. This increase is due an increase in electric rates charged by Dominion Virginia Power. Although the contract is through June 2018, Dominion Virginia Power has the ability to petition the Virginia State Corporation Commission to adjust rates. This budget provides heating, air conditioning, building and field lighting, and power throughout FCPS.
- The FY 2017 budget for fuel oil and natural gas is \$5.8 million, which represents no change from the FY 2016 Approved Budget. In addition, the budget represents a \$4,824, or 0.1 percent, decrease from the FY 2016 Revised Budget.
- The FY 2017 budget for water, sewer, and refuse collection is \$4.8 million, which represents no change from the FY 2016 Approved Budget. In addition, the budget represents a \$19,802, or 0.4 percent, increase from the FY 2016 Revised Budget.

Striving for continued efficiencies, the Department of Facilities and Transportation Services pursues energy and cost-saving measures.

Utilities (\$ in millions)

• Telephones	\$9.7
• Electricity	27.6
• Fuel Oil & Natural Gas	5.8
• Water, Sewer, & Refuse	4.8

Total \$47.9

School Operating Fund Expenditures

FCPS has had an active energy management program since 1980 and is continuously seeking ways to reduce energy use.

Energy conservation efforts have resulted in the school district earning the 2015 Environmental Protection Agency's (EPA) Energy Star Certification for 146 buildings, which was the highest number of Energy Star-certified school buildings in the country.

Energy Management

FCPS has had an active energy management program since 1980 and is continuously seeking ways to reduce energy use in buildings and associated costs. The Office of Facilities Management continues to improve the energy efficiency of FCPS' buildings through cost-savings measures such as participating Virginia Energy Governmental Purchasing Association (VEPGA) which has negotiated electricity rates with Dominion Virginia Power (DVP) below standard commercial rates, and utilizing existing contracts. The current electricity contract with DVP is through June 30, 2018. The current natural gas supply contract with Washington Gas Energy Services (WGES) runs through August 1, 2016, the new contract will be issued through Fairfax County's Department of Supply and Purchase Management.

In addition, Facilities Management has also implemented an energy conservation program utilizing an outside consultant to assist in energy reduction. During FY 2014, FCPS entered into a contract with the energy services company to help reduce consumption of electricity, natural gas and water through building audits conducted by a team of ten energy specialists working closely with both instructional and facility management staff. Since the program's inception, FCPS has incurred cost avoidance in excess of \$8.0 million. In addition, our energy conservation efforts have resulted in the school district earning the 2015 Environmental Protection Agency's (EPA) Energy Star Certification for 146 buildings, which was the highest number of Energy Star-certified school buildings in the country. This conservation program has achieved these results by:

- monitoring, auditing, and making necessary adjustments that will benefit all FCPS schools and facilities
- analyzing optimum practices for heating and cooling systems, ventilation rates, humidity, periods of occupancy, and transition to unoccupied buildings, while preserving comfortable environments during scheduled activities
- utilizing technology to reduce the operating hours of buildings wherever possible while customizing the run schedules for evening, weekend, and holiday use of the buildings for school-based use, community use, Adult Education, Parks and Recreation, and School Aged Child Care
- monitoring and controlling energy use of buildings using energy management control systems
- collaborating with the Office of Design and Construction to specify energy efficient equipment and technology in new construction and renovations

As in prior years, the utilities budget will be monitored closely throughout the year. Any recommended adjustments to the FY 2017 utilities budget will be addressed in the quarterly budget reviews.

Other Operating Expenditures

\$2.5 million

Major expenditures in this category include local travel, staff training, school initiatives, fees, contingency, and Work Performed for Others (WPFO). The FY 2017 budget for other operating expenditures is \$2.5 million, which represents a \$0.7 million, or 40.1 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents an \$8.6 million, or 77.7 percent, decrease from the FY 2016 Revised Budget. The \$0.7 million net increase over the FY 2016 approved is mainly due to a decrease in Food and Nutrition Service Fund's indirect cost reimbursements of \$0.9 million offset by \$1.4 million realignment from school initiatives and \$0.1 million from staff training. The net decrease of \$8.6 million from the FY 2016 revised is primarily due to the appropriation of the \$8.0 million to the flexibility reserve, as well as carry forward for professional development, school activities, and outstanding encumbered obligations. Any unspent funds from the previous year's flexibility reserve are carried forward and therefore, are not budgeted at the proposed or approved.

School Operating Fund Expenditures

Privatized Services

\$63.0 million

The FY 2017 budget for privatized services is \$63.0 million, which represents a \$3.0 million, or 4.9 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$19.5 million, or 23.6 percent, decrease from the FY 2016 Revised Budget. The FY 2016 Revised Budget reflects carry forward of school funding and outstanding encumbered obligations. Privatized Services includes three major expenditure types: maintenance contracts, contracted services, and rental fees.

- **Maintenance Contracts:** The FY 2017 budget includes \$23.4 million in maintenance service contracts, which is mainly comprised of computer equipment services and other service contracts. The FY 2017 budget for maintenance contracts represents a \$1.0 million, or 4.6 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$9.9 million, or 29.7 percent, decrease from the FY 2016 Revised Budget. The \$1.0 million increase over the approved represents contractual increases for facilities, software, and computer equipment maintenance contracts. The FY 2017 budget decrease from the revised is due to carry forward, outstanding encumbered obligations, and one time snow removal allocation in the FY 2016 Third Quarter Budget Review.
- **Contracted Services:** The major expenditures included in contracted services are other professional services, contracted student transportation, and legal fees. The FY 2017 budget for contracted services is \$27.5 million, which represents a \$1.7 million, or 6.5 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$9.3 million, or 25.3 percent, decrease from the FY 2016 Revised Budget. The FY 2017 budget increase over the FY 2016 approved is mainly due to contractual increases for other professional services, web content management, legal fees, the e-commerce initiative, and contracted student transportation. The FY 2017 budget decrease from the FY 2016 revised is mainly due to carry forward in other professional services and outstanding encumbered obligations.
- **Rental Fees:** The major expenditures for rental fees include copier rentals, real estate leases, and music instrument rentals. The FY 2017 budget for rental fees is \$12.2 million, which represents a \$0.3 million, or 2.1 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$0.3 million, or 2.1 percent, decrease from the FY 2016 Revised Budget. The increase over the approved is mainly due to an increase in real estate leases and departmental budgetary realignments. The decrease from the revised is due to carry forward and outstanding encumbered obligations for copier rentals and music instrument rentals.

County Services

\$31.2 million

Major expenditures in this category include vehicle services (including vehicle fuel, labor, and vehicle parts) and computer center charges. The FY 2017 budget for county services is \$31.2 million, which represents a \$1.3 million, or 3.9 percent, decrease from the FY 2016 Approved Budget, due to fuel reduction offset by labor and vehicle parts rising cost. In addition, the budget represents a \$1.7 million, or 5.9 percent, increase over the FY 2016 Revised Budget. The increase over the revised budget reflects increases to labor and vehicle parts, as well as vehicle fuels, to cover the rising costs of maintaining the vehicle fleet. Over 90 percent of the County Services budget is for vehicle services, which goes toward fueling and maintaining 1,610 buses and over 700 nonbus vehicles.

FCPS contracts services from external vendors to gain expertise not available in-house and when it is more cost effective.

School Operating Fund Expenditures

Capital Outlay* (\$ in millions)	
• Replacement and/or Additional Buses	\$10.6
• Replacement and/or Additional Vehicles	1.1
• Temporary Buildings	2.8
• Computer and Software Leases	3.4
• Facility Modifications	1.4
Total	\$19.4
*Does not add due to rounding.	

Bus Facts (As of June 30, 2016)	
• Total riders	141,700
• Number of buses	1,610
• Average age of buses	7.3
• Annual miles driven	17,000,000

Capital Outlay

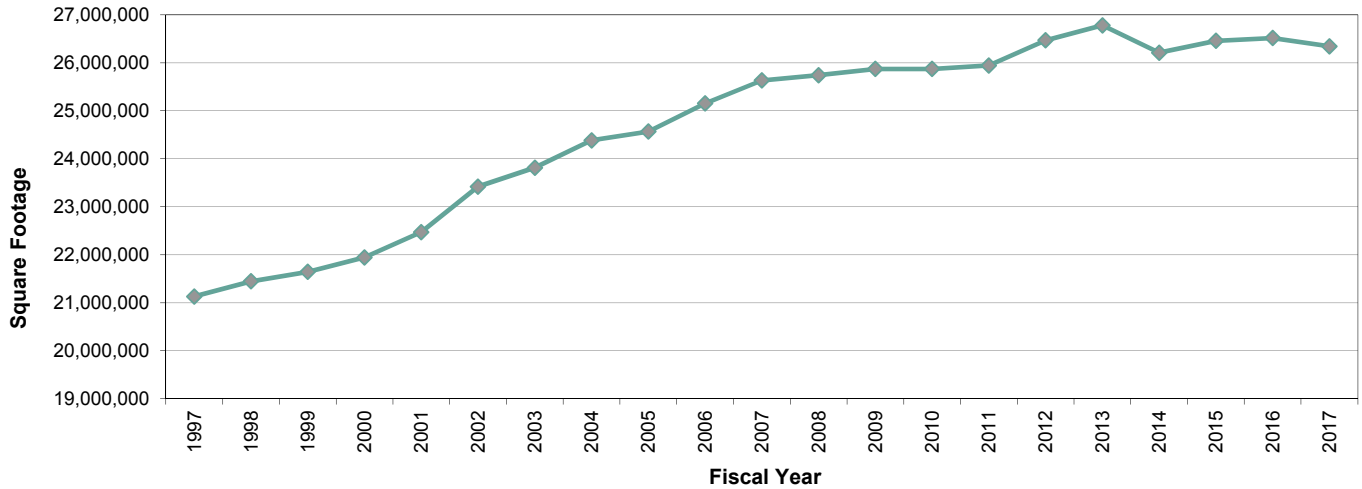
\$19.4 million

Expenditures in this category include replacement vehicles and buses, temporary buildings, computer and software leases, and facility modifications. The FY 2017 Approved Budget for capital outlay is \$19.4 million, which represents a \$2.2 million, or 12.9 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$9.5 million, or 32.9 percent, decrease from the FY 2016 Revised Budget. The increase over the FY 2016 Approved Budget is primarily due to an increase of \$2.2 million for school bus replacement. The decrease from the FY 2016 Revised Budget reflects carry forward and undelivered orders for bus purchases, computer purchases, and minor improvement projects.

- **Replacement/Additional Buses:** The FY 2017 Approved Budget includes funding for lease/ purchase payment agreements established during FY 2013 through FY 2017 for replacement buses. The FY 2017 Approved Budget for bus replacement is \$10.6 million, which represents a \$2.2 million, or 26.1 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$1.8 million, or 14.2 percent, decrease from the FY 2016 Revised Budget; which is driven by timing differences in the receipt of the buses. The increase over the FY 2016 Approved Budget reflects an additional \$2.2 million which will allow FCPS to replace an additional 112 buses. FCPS policy states that school buses should be replaced after no more than 15 years of service. After receipt of these buses, the fleet is projected to still have 95 buses older than 15 years.
- **Replacement/Additional Vehicles:** FY 2017 Approved Budget includes \$1.1 million for the replacement of other vehicles and provides funding for payments due for vehicles previously obtained through lease/purchase agreements. The FY 2017 Approved Budget represents no change from the FY 2016 Approved Budget. In addition, the budget represents a \$1.7 million, or 59.0 percent, decrease from the FY 2016 Revised Budget. The FY 2017 Approved Budget decrease from the FY 2016 Revised Budget is due to carry forward from outstanding encumbered obligations for vehicle replacements.
- **Temporary Buildings:** The FY 2017 Approved Budget for temporary buildings is \$2.8 million, which represents a \$10,000, or 0.4 percent, decrease from the FY 2016 Approved Budget and \$0.4 million, or 14.4 percent, increase from the FY 2016 Revised Budget. Currently, FCPS has 925 instructional trailer classrooms with the potential to house approximately 18,500 students.
- **Computer and Software Leases:** The FY 2017 budget for computer and software leases is \$3.4 million, which represents no change from the FY 2016 Approved Budget. In addition, the budget represents a \$1.0 million, or 22.8 percent, decrease from the FY 2016 Revised Budget. The FY 2017 Approved Budget decrease from the FY 2016 Revised Budget is mainly due to funds transferred from the Replacement Equipment Oversight Committee (REOC).
- **Facilities Modifications:** The FY 2017 budget for facilities modifications is \$1.4 million, which represents a \$35,059, or 2.5 percent, increase over the FY 2016 Approved Budget. In addition, the FY 2017 Approved Budget represents a \$5.4 million, or 79.0 percent, decrease from the FY 2016 Revised Budget. The budget increase over the FY 2016 Approved Budget is due to departmental budgetary realignments. The budget decrease from the revised is mainly due to carry forward from outstanding encumbered obligations and additional requests for facilities modifications in the first three months of FY 2016.

School Operating Fund Expenditures

FCPS Growth in Building Square Footage History



Note: FY 2014 was restated due to a methodology revision; temporary building square footage is not included in FY 2014.

Other Funds

\$4.6 million

Expenditures in this category are primarily budgeted to purchase commercial property insurance and administer the School Board's self-insurance accounts for liability. The FY 2017 Approved Budget totals \$4.6 million, which represents a \$0.1 million, or 2.3 percent, increase over the FY 2016 Approved and Revised Budgets. This increase is due to a contractual increase for the Patient-Centered Outcomes Research Institute (PCORI) fee set by the federal government. The PCORI fee funds research intended to help people make informed health care decisions.

Transfers

\$29.0 million

The FY 2017 Approved Budget for transfers to other School Board funds is \$29.0 million, which represents a \$51,873, or 0.2 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$5.2 million, or 15.1 percent, decrease from the FY 2016 Revised Budget. The net increase over the FY 2016 Approved Budget is primarily due to a \$0.5 million increase to the Grants and Self-Supporting Fund offset by a \$0.4 million decrease to the School Construction Fund. The \$5.2 million decrease from the Revised Budget is primarily due to one-time funding allocated at the FY 2015 Final Budget Review to the School Construction Fund for major maintenance of \$3.6 million, synthetic turf fields of \$1.5 million, and the infrastructure sinking reserve of \$0.2 million.

School Construction Fund

The FY 2017 Approved Budget for the School Construction Fund transfer is \$7.0 million, which represents a \$0.4 million, or 5.3 percent, decrease from the FY 2016 Approved Budget. In addition, the budget represents a \$5.6 million, or 44.3 percent, decrease from the FY 2016 Revised Budget. Transfers are made for the following categories:

- **Equipment Transfer:** Equipment funding for new construction, renewals, and additions is provided through a transfer from the School Operating Fund to the School Construction Fund to cover one-third of the cost to equip new school construction, school renovations, and school additions. School bond funding is used to address the balance of the equipment funding needs. The FY 2017 Approved Budget for the equipment transfer is \$0.0 million, which represents a

Transfers (\$ in millions)	
• Construction	\$7.0
• Grants	9.5
• Summer School	8.8
• Adult and Community Education	0.2
• Debt Service	3.5
Total	\$29.0

The Operating Fund covers one-third of the cost to equip new school construction, school renovations, and school additions.

School Operating Fund Expenditures

Adult and Community Education is primarily funded through tuition paid by students, county agencies, and local businesses.

\$0.4 million, or 100.0 percent, decrease from the FY 2016 Approved and Revised Budgets. The equipment transfer reflects a decrease for FY 2017 due to the timing of when Capital Improvement Projects are completed.

- **Facility Modifications:** The FY 2017 Approved Budget includes a \$0.6 million transfer for facilities modifications to schools. The modifications only include re-marking parking lots, installing electrical switches, replacing windows, and other minor improvements. The FY 2017 Approved Budget for the facilities modifications transfer is unchanged from the FY 2016 Approved and Revised Budgets.
- **Building Maintenance:** The FY 2017 Approved Budget for the building maintenance transfer is \$6.4 million, which represents no change from the FY 2016 Approved Budget. In addition, the FY 2017 Approved Budget represents a \$5.2 million, or 44.7 percent decrease from the FY 2016 Revised Budget. The FY 2016 Revised Budget includes one-time funding provided as part of the FY 2015 Final Budget Review of \$3.6 million for major maintenance, \$1.5 million for the joint Supervisors/School Board (BOS/SB) Synthetic Turf Initiative and \$0.2 million for the joint BOS/SB Infrastructure Sinking Reserve. Since these were one-time only expenditures, these transfers were not included in the FY 2017 Approved Budget. Major infrastructure maintenance is required to prevent failure of critical systems, deterioration of major capital investments, and significant health and safety hazards. Examples of major maintenance projects include: repair of boilers; maintenance of ball fields, outdoor bleachers, and running tracks; replacement of auditorium seats; resurfacing of roads, parking lots, and play areas; carpet replacement; security systems upgrades; replacement of deteriorating light poles; and other upgrades, replacements, and maintenance programs.

Adult and Community Education

The transfer to the Adult and Community Education (ACE) Fund is \$0.2 million for FY 2017. There is no change in this transfer from the FY 2016 Approved and Revised Budgets. This transfer supports the Adult English for Speakers of Other Languages (ESOL) Program and is used to meet with local grant match requirements.

Although ACE receives some state and federal money, it is primarily funded through tuition paid by individual students, county agencies, and local businesses. ACE programs serve approximately 36,000 citizens annually with a total budget of \$9.5 million. More details regarding the total ACE Program can be found in the [Special Revenue Funds](#) portion of the Financial Section.

Grants

The School Operating Fund transfer to the Grants Subfund is \$9.5 million for FY 2017. This transfer provides local support to the Family and Early Childhood Education Program (FECEP). The transfer to the FECEP program represents an increase of \$0.5 million, or 5.0 percent, over the FY 2016 Approved and Revised Budgets to support the local match requirement and is necessary to receive federal and state funding.

Summer School

The School Operating Fund transfer to the Summer School Subfund is \$8.8 million. There is no change in this transfer from the prior year. The \$8.8 million transfer from the School Operating Fund includes \$4.0 million to support the mandated Special Education Extended School Year program, and \$2.0 million for

School Operating Fund Expenditures

transportation services. The remaining \$2.8 million supports various Summer School programs, including the Credit Recovery Academy, the Young Scholars Program, Bridges to Kindergarten, and the Summer Literacy Incentive Program.

Debt Service

The FY 2017 Approved Budget includes \$3.5 million for the lease payment on the consolidated administrative building (Gatehouse), a decrease of \$1,850, or 0.1 percent, from the FY 2016 Approved and Revised Budgets. This transfer covers the principal and interest payments from the county's sale of Fairfax County Economic Development Authority (EDA) Facilities Revenue and Refunding Bonds Series 2014 A for the School Board Central Administration Building.

A [five-year expenditure detail chart for the School Operating Fund](#) can be found in the [Appendix](#).

Capital Projects Fund

The Capital Projects Fund tracks financial transactions used for the acquisition, construction, or renovation of school sites, buildings, and other major capital improvements.

School Construction Fund

School Construction Fund Statement*

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1	\$ 86,358,314	\$ 108,682,709	\$ 74,804,908	\$ -	\$ 36,866,476	\$ -
RESERVES:						
Reserve For Turf Replacement	\$ -	\$ -	\$ 767,048	\$ 767,048	\$ 1,058,045	\$ 1,058,045
Total Reserve	\$ -	\$ -	\$ 767,048	\$ 767,048	\$ 1,058,045	\$ 1,058,045
REVENUE:						
General Obligation Bonds	\$ 155,000,000	\$ 155,000,000	\$ 161,000,000	\$ 155,000,000	\$ 155,000,000	\$ 155,000,000
Federal Revenue	56,377	40,925	889,518	-	22,909,085	-
County of Fairfax	4,099,264	-	-	-	-	-
City of Fairfax	-	155,000	-	20,000	20,000	20,000
TJHSST Tuition - Capital Costs	-	-	240,584	300,000	300,000	500,000
Miscellaneous Revenue	8,818,252	2,807,947	3,046,934	286,000	286,000	286,000
Turf Field Replacement Reserve	-	767,048	290,997	-	-	-
Total Revenue	\$ 167,973,893	\$ 158,770,920	\$ 165,468,032	\$ 155,606,000	\$ 178,515,085	\$ 155,806,000
AUTHORIZED BUT UNISSUED BONDS	\$ -	\$ -	\$ -	\$ -	\$ 304,138,445	\$ -
TRANSFERS IN:						
School Operating Fund:						
Building Maintenance	\$ 6,449,030	\$ 10,607,714	\$ 10,000,000	\$ 6,449,030	\$ 10,000,000	\$ 6,449,030
Classroom Equipment	717,090	2,388,992	369,898	397,756	397,756	-
Facility Modifications	450,000	600,000	600,000	600,000	600,000	600,000
Synthetic Turf Field Initiative	-	1,500,000	1,500,000	-	1,500,000	-
Infrastructure Sinking Reserve	-	-	-	-	168,540	-
County Capital Projects Funds:						
Miscellaneous County Projects	-	-	4,941,692	-	-	-
Synthetic Turf Field Initiative	-	1,500,000	1,500,000	-	1,500,000	-
Joint BOS/SB Infrastructure Sinking Reserve	-	-	-	-	13,100,000	13,100,000
Total Transfers In	\$ 7,616,120	\$ 16,596,706	\$ 18,911,590	\$ 7,446,786	\$ 27,266,296	\$ 20,149,030
Total Revenue and Transfers	\$ 175,590,013	\$ 175,367,626	\$ 184,379,622	\$ 163,052,786	\$ 509,919,826	\$ 175,955,030
Total Funds Available	\$ 261,948,326	\$ 284,050,335	\$ 259,951,578	\$ 163,819,834	\$ 547,844,347	\$ 177,013,075
EXPENDITURES AND COMMITMENTS:						
Expenditures	\$ 153,265,618	\$ 208,478,380	\$ 222,027,057	\$ 163,052,786	\$ 242,647,857	\$ 175,955,030
Additional Contractual Commitments	-	-	-	-	304,138,445	-
Total Disbursements	\$ 153,265,618	\$ 208,478,380	\$ 222,027,057	\$ 163,052,786	\$ 546,786,302	\$ 175,955,030
ENDING BALANCE, June 30	\$ 108,682,709	\$ 75,571,955	\$ 37,924,520	\$ 767,048	\$ 1,058,045	\$ 1,058,045
LESS:						
Reserve For Turf Replacement	\$ -	\$ 767,048	\$ 1,058,045	\$ 767,048	\$ 1,058,045	\$ 1,058,045
AVAILABLE ENDING BALANCE, June 30	\$ 108,682,709	\$ 74,804,908	\$ 36,866,476	\$ -	\$ -	\$ -

*Does not add due to rounding.

All construction projects—new construction, renovations, and expansions—are budgeted in the School Construction Fund.

All construction projects are budgeted in the School Construction Fund. This fund, which totals \$176.0 million in FY 2017, represents an increase of \$12.9 million, or 7.9 percent, over the FY 2016 Approved Budget and a decrease of \$370.8 million, or 67.8 percent, from the FY 2016 Revised Budget. The FY 2016 Revised Budget includes funding for multiyear projects in progress along with funding for new construction and facility renovation, expansion, and improvement projects. Annual appropriations are made to cover the total value of multiyear contracts regardless of the year in which actual payments are made to contractors. Sources of funding include primarily bond proceeds along with School Operating Fund transfers, miscellaneous revenue, and County capital projects transfers.

The Office of Design and Construction Services is responsible for the acquisition of school sites, the design and construction of new school facilities (including additions to existing schools), and renovations of existing school facilities in accordance with approved educational specifications. Currently, this office:

- Implements projects contained in the 2011, 2013 and 2015 School Bond Referenda
- Manages funding provided for portable classrooms and the \$0.6 million for facility modifications transferred from the School Operating Fund
- Coordinates facility modification (minor improvement) projects and the installation of temporary classroom facilities
- Provides equipment for new schools, additions to existing schools, and renovations of existing school facilities, through funding from approved bond sales and a transfer from the School Operating Fund

Capital Improvement Program

Each year the School Board, the school staff, and the community update the five-year school Capital Improvement Program (CIP) for incorporation into the overall county Capital Improvement Program.

The CIP assesses requirements for new facilities, renewals of existing facilities, infrastructure management, and other facility-related needs. The list of capital projects resulting from this assessment provides a clear statement of school facility requirements. The FCPS CIP includes new schools, renovations, and additions totaling \$777.0 million for FY 2017 to FY 2021. In addition, the CIP also provides projections over the ten-year period FY 2017 to FY 2026.

The first five years of the plan, FY 2017 to FY 2021, outlines detailed student accommodations for specific schools or groups of schools, and the second five years of the plan, FY 2022 to FY 2026, identifies long-term projected needs. The total CIP project cost over ten years, including prior year expenditures for ongoing projects, is estimated to be \$1.8 billion. Actual completion dates for CIP projects depend on cash flow and debt service limitations established by the Fairfax County Board of Supervisors. The complete CIP is available online at www.fcps.edu/fts/planning/cip.shtml and updates and photos of Bond Projects are available at www.fcps.edu/fts/designconst/bondprojects.shtml.

Five Year CIP (\$ in millions)	
• Projects with Approved Bonds (funded)	\$429.1
• Projects without Approved Bonds (unfunded)	347.9
Total	\$777.0

Bond Referenda (\$ in millions)	
Year	Amount
1999	\$297.2
2001	378.0
2003	290.6
2005	246.3
2007	365.2
2009	232.6
2011	252.8
2013	250.0
2015	310.0
Total	\$2,622.7

Five Year Capital Improvement Program Forecast								
Project Type	10 year CIP Projected Budget	Anticipated Prior Year Expenses	Projected FY 2017	Projected FY 2018	Projected FY 2019	Projected FY 2020	Projected FY 2021	Projected FY 2022 - 2026
New Construction	\$ 227,024,992	\$ 23,921,931	\$ 6,952,585	\$ 2,856,911	\$ 15,928,942	\$ 23,979,737	\$ 13,388,984	\$ 139,995,900
Capacity Enhancement	93,728,956	8,356,063	11,569,057	9,803,836	-	8,000,000	11,000,000	45,000,000
Renovation Programs	1,437,381,745	304,571,671	129,001,160	142,435,597	154,012,474	133,916,430	104,115,729	469,328,683
Site Acquisition	10,000,000	-	-	-	-	10,000,000	-	-
Total Project Cost	\$1,768,135,692	\$ 336,849,665	\$ 147,522,803	\$ 155,096,344	\$ 169,941,415	\$ 175,896,167	\$ 128,504,714	\$ 654,324,583
Funded Project Cost	\$ 765,944,334	\$ 336,849,665	\$ 147,522,803	\$ 131,156,957	\$ 82,191,687	\$ 50,355,966	\$ 17,867,255	-
Unfunded Project Cost	\$1,002,191,358	\$ -	\$ -	\$ 23,939,387	\$ 87,749,729	\$ 125,540,201	\$ 110,637,459	\$ 654,324,583

The CIP is the basis for determining the timing and size of proposed bond referenda. The primary source of funding for school construction projects is the sale of bonds authorized by the voters through referenda. Bonds are sold to meet annual cash flow requirements. Actual bond sales will be based on a review of cash needs prior to each sale and the condition of the bond market. The FY 2017 total budget for bond sales is \$155.0 million.

Capital Projects Fund

Renovations Summary

Construction Projects FY 2017 - FY 2021 (\$ in millions)

Forestville ES	\$17.7
North Springfield ES	\$20.1
Springfield Estates ES	\$17.0
Keene Mill ES	\$19.9
Bucknell ES	\$20.0
Cherry Run ES	\$20.0
Waywood ES	\$22.1
Stratford Landing ES	\$25.3
Newington Forest ES	\$21.8
Hollin Meadows ES	\$23.3
White Oaks ES	\$23.0
Mt. Vernon Woods ES	\$22.5
Belle View ES	\$21.1
Annandale Terrace ES	\$22.7
Clearview ES	\$23.6
Silverbrook ES	\$25.4
Thoreau MS	\$38.9
Rocky Run MS	\$42.1
Hughes MS	\$47.6
Cooper MS	\$45.1
Frost MS	\$45.3
Thomas Jefferson HS	\$89.5
Langley HS	\$78.1
West Springfield HS	\$94.9
Hemdon HS	\$105.2
Oakton HS	\$107.6
Falls Church HS	\$101.8

Renovation projects upgrade existing school facilities to increase usable life by 20 to 30 years.

The current bond sale allocation of \$155.0 million from the Board of Supervisors for the capital budget is insufficient to meet the on-going capital needs of FCPS. When schools are constructed, each building is expected to have a renovation cycle of 20–25 years. However, with the limited capital budget the current cycle for renovations is approximately 34 years. The extended renovation cycle also delays needed capacity enhancements, which have led to overcrowding in schools.

Asset Management

As schools are renovated, the Office of Design and Construction replaces and updates all building systems that have reached the end of their useful life. Infrastructure investments of building assets are required before the renovation cycle is reached to ensure schools can remain in use throughout the renovation cycle. These replacements are required to keep the building functional, maintain a satisfactory learning environment, and avoid excessive maintenance and repair costs. Infrastructure assets have lifecycles that do not typically align with renovation cycles and must be addressed independently.

The establishment of the Asset Management Section, as recommended by the Facility Engineering Associates Report, has had a significant impact on asset reporting and cost. The Asset Management Section implemented the standardization of data collection and reporting methods for the established asset inventories which better represent the deferred maintenance (infrastructure) backlog and forecast future funding needs for the Comprehensive Investment Capital Program (CICP). Past and current data confirms that while the CICP backlog has increased over the past three years, the allocated resources have remained constant. There is a need to increase capital and major maintenance funds to replace assets as they reach the end of their expected life cycles. It is estimated that deferred maintenance backlog will continue to increase without additional funding.

Capacity Enhancements

The school system faces challenging times in which student enrollment exceeding available capacity, and the location of student enrollment in relation to existing facilities does not always align. Consequently, well over 900 trailer classrooms are being utilized to meet current student enrollment. In addition to temporary trailers, the CIP is channeling funds to interior architectural modifications for facility capacity enhancements. The FY 2017 to FY 2021 CIP requirements for capacity enhancements is \$40.4 million. The CIP funding constraints led to the formation of the Infrastructure Financing Committee (IFC).

Infrastructure Financing Committee (IFC)

In late FY 2013, the IFC was created as a joint County Board of Supervisors/School Board initiative to collaboratively identify opportunities to assist both the County and FCPS in achieving their capital improvement requirements. The overarching constraint of expanding debt financing is that the ratio of debt expenditures should be less than 10.0 percent of general fund disbursements, and in FY 2017 the ratio is 8.3 percent. The IFC issued its final report in February 2014 with recommendations; including the creation of a Schools' Capital Sinking Fund by transferring \$13.1 million annually from the County to the School Construction Fund to finance infrastructure replacement and upgrades.

Synthetic Turf Field Task Force

The Synthetic Turf Field Task Force, a joint County and FCPS initiative, developed recommendations in FY 2013 to fund the development, maintenance, and replacement of synthetic turf fields. As of FY 2017 all obligations have been met by both the County and FCPS. Additional information can be found at: <http://www.fairfaxcounty.gov/parks/plandev/syntheticurf.htm>.

Major New Projects for FY 2017

Renovation projects are designed to upgrade existing school facilities to increase usable life by 20 to 30 years. The facility is modernized by replacing existing infrastructure and upgrading instructional facilities to current standards. Improvements include upgrading heating, air conditioning, lighting, and plumbing; remodeling library media centers; upgrading gyms, labs, and career and technical facilities; refurbishing classrooms and creating small instructional spaces; installing wiring for cable television and computers; and providing upgraded furnishings and equipment. The following chart shows a list of major projects to be funded in FY 2017.

FY 2017 Major Projects*	
(\$ in millions)	
Renovation	
West Springfield HS	\$76.2
Waynewood ES	21.4
Hollin Meadows ES	22.3
White Oaks ES	21.8
Capacity Enhancement	
South Lakes HS Addition	\$13.4
Infrastructure Management	
Americans With Disabilities Act (ADA)	\$1.3
Asphalt Paving	0.8
Athletic Infrastructure	1.3
HVAC Replacement	3.6
Roof Replacement	3.6
Technology Upgrade	2.0
Security Enhancement	0.6
Building Maintenance	
Building Improvements	\$6.4
Other	
Facility Modifications	\$0.6
Miscellaneous Projects	0.8
Total	\$176.0

*Does not add due to rounding

Impact on Operating Budget

FCPS' capital projects program has a direct impact on the operating budget, particularly in association with the opening of new facilities. The cost of operating new or expanded facilities is included in the fiscal year the facility becomes operational.

Capital projects can affect future operating budgets either positively or negatively due to an increase or decrease in maintenance costs, or by providing capacity for new programs or services.

The School Operating Fund transfers one-third of the cost to equip new and renovated schools to the Construction Fund. Bond funds are used to fund the remaining two-thirds. The two-thirds/one-third assumption is based on estimates that approximately two-thirds of the equipment will have a useful life of 20 years and is therefore appropriate for bond funding. It is assumed that the remainder of the equipment has a shorter than 20-year useful life and therefore should be funded by the School Operating Fund.

Renovation projects are designed to upgrade existing school facilities.

FCPS' capital projects program has a direct impact on the operating budget, particularly in association with the opening of new facilities.

Capital Projects Fund

The School Operating Fund transfers one-third of the cost to equip new and renovated schools to the Construction Fund.

A new school, for example, will require additional staff, an increase in utility costs, and increases in custodial and maintenance contracts. Conversely, a capital project that renovates an existing school may reduce operating expenditures due to a decrease in necessary maintenance costs. For example, funding HVAC and electrical system repair or replacement projects has the potential to reduce operating expenditures by reducing costly maintenance and staff time spent addressing critical system repairs.

When the School Construction Fund pays for the building of a new school or an addition, there is an impact on the School Operating Fund. In a typical scenario of a new moderate-size elementary school, FCPS would add the following 13.0 new positions: a 1.0 principal, a 1.0 assistant principal, a 1.0 guidance counselor, a 1.0 librarian, a 0.5 advanced academics teacher, a 1.0 reading teacher, a 1.0 school-based technology specialist, a 0.5 technology support specialist, a 1.0 instructional assistant, 2.5 office personnel, and 2.5 custodians.

The chart below shows the estimated cost to the School Operating Fund to open a new average size elementary, middle, or high school.

Cost of Opening a New School* Impact on School Operating Fund						
Types of Impacts	Elementary School		Middle School		High School	
	Positions	Cost	Positions	Cost	Positions	Cost
Personnel						
Principal	1.0	\$195,580	1.0	\$201,850	1.0	\$213,812
Assistant Principal	1.0	154,917	2.0	312,143	2.0	339,657
Director of Student Services			1.0	160,405	1.0	160,405
School Counselor	1.0	104,688	3.0	335,482	6.0	670,965
Assessment Coach					1.0	120,855
Student Activities Director					1.0	168,673
After-School Specialist			1.0	102,595		
Certified Athletic Trainer					1.0	104,857
Librarian	1.0	112,415	1.0	112,415	2.0	224,829
Advanced Academics	0.5	52,251				
Reading Teacher	1.0	104,502	1.0	104,502	1.0	104,502
Systems of Support Teacher					1.0	104,502
Other Teachers			0.5	52,251	1.0	104,502
Safety and Security Specialist					1.0	97,275
Safety and Security Assistant			1.0	54,176	3.0	162,528
SBTS	1.0	126,897	1.0	126,897	1.0	126,897
TSSpec	0.5	64,954	1.0	129,908	1.0	129,908
Instructional Assistant	1.0	43,407				
Office Personnel	2.5	160,776	4.0	257,241	8.5	546,638
Operating Engineer			1.0	90,548	1.0	90,548
Custodian	<u>2.5</u>	<u>137,713</u>	<u>5.5</u>	<u>302,969</u>	<u>14.5</u>	<u>798,738</u>
Subtotal Personnel	13.0	\$1,258,100	24.0	\$2,343,382	48.0	\$4,270,091
Operating Expenses						
Textbooks Start-Up		\$110,753		\$226,579		\$553,097
Library Start-Up		295,800		332,400		916,512
Supplies Start-Up		57,367		89,695		188,139
Staff Development		166,579		189,602		395,262
Part-Time Office, Per Diem		12,335		24,102		29,792
Utilities						
Electricity and Gas		101,957		215,409		482,355
Water and Sewer		7,448		13,759		38,838
Refuse Collection		2,576		7,783		7,160
Telephones		<u>17,110</u>		<u>24,509</u>		<u>47,223</u>
Subtotal Operating Expenses		\$771,925		\$1,123,838		\$2,658,378
Equipment Start-Up		\$450,000		\$733,333		\$1,468,333
Total	13.0	\$2,480,025	24.0	\$4,200,553	48.0	\$8,396,802

*Based on average enrollments and average salaries including benefits.

In FY 2017, no budget is needed for the one-third match from the School Operating Fund for school equipment and furnishings due to the timing of when projects are expected to be completed. A moderately sized new elementary school would receive approximately \$0.9 million in bond funding and \$0.5 million for equipment costs from the School Operating Fund. The chart on the previous page shows estimates of financial activity incurred by the School Operating Fund when a new school opens.

Accounting Basis

The School Construction Fund is a capital projects fund that follows the modified accrual basis of accounting. Under this method, revenues are recognized when they become measurable and available and expenditures are generally recognized when the liability is incurred.

School Construction Fund (\$ in millions)							
	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change		Change	
				Approved to Proposed Amount	Approved to Proposed Percent	Revised to Proposed Amount	Revised to Proposed Percent
Budget	\$ 163.1	\$ 546.8	\$ 176.0	\$ 12.9	7.9%	\$ (370.8)	-67.8%
Positions	87.3	87.3	87.3	-	0.0%	-	0.0%

Explanation of Significant Fund and Position Changes

The FY 2017 School Construction Fund totals \$176.0 million, which represents an increase of \$12.9 million, or 7.9 percent over the FY 2016 Approved Budget and a decrease of \$370.8 million, or 67.8 percent, from the FY 2016 Revised Budget. The change over the approved is due to the County's \$13.1 million transfer for infrastructure replacement and upgrades and \$0.2 million for capital tuition receipts associated with the renovation of Thomas Jefferson High School for Science and Technology (TJHSST) offset by the \$0.4 million decrease in the School Operating Fund transfer for equipment needs. The \$370.8 million decrease from the FY 2016 Revised Budget is because the FY 2016 Revised Budget includes appropriation authority for multiyear projects in progress. Annual appropriations are made to cover the total value of multiyear contracts regardless of the year in which actual payments are made to contractors. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover.

Consolidated County and Schools Debt Service Fund

The county's FY 2006 Adopted Budget Plan provided for the consolidation of the county and schools debt service funds into a single fund, eliminating reporting of the School Board's Debt Service Fund. The following information states FCPS' FY 2017 level of debt service that is provided by the county in the FY 2017 Adopted Budget Bond Amortization Schedule.

Schools' principal	\$114,901,300
Schools' interest	<u>59,704,178</u>
Total	\$174,655,478

Bonds are approved by Fairfax County citizens, and are sold to meet annual cash flow requirements. Bonds for school purposes continue to be sold at low market interest rates, reflecting the excellent financial condition of Fairfax County. The county holds a Aaa from Moody's Investor Service (awarded 1975), a AAA from Standard and Poor's Ratings Service (awarded 1978), and a AAA from Fitch Ratings (awarded 1997). As of

FCPS does not have taxing authority.

Bonds for school purposes continue to be sold at low market interest rates, reflecting the excellent financial condition of Fairfax County.

Capital Projects Fund

January 2016, Fairfax County is one of only 11 states, 46 counties, and 33 cities to hold a AAA rating from all three services. As a result of its AAA bond rating, Fairfax County has saved an estimated \$702.5 million from county bond and refunding sales.

Actual bond sales are based on cash flow estimates prepared immediately prior to each sale and the condition of the bond market. The sale of municipal bonds for school purposes provides funding for the construction of new schools, renovation, expansion, and improvement of existing schools. The chart below shows the outstanding principal and interest owed by the county on bond series sold to the public.

Bond Amortization Schedule ³								
Bond	Original Issue Amount	Principal Outstanding as of 6/30/2016	Interest Outstanding as of 6/30/2016	Principal Due FY 2017	Interest Due FY 2017	Total Payment Due FY 2017	Principal Outstanding as of 6/30/2017	Interest Outstanding as of 6/30/2017
G.O. Bonds								
2008A	\$ 135,320,000	\$ 20,295,000	\$ 4,363,425	\$ 6,765,000	\$ 955,556	\$ 7,720,556	\$ 13,530,000	\$ 3,407,869
2009A	150,510,000	45,150,000	11,626,125	7,525,000	2,012,938	9,537,938	37,625,000	9,613,188
2009C	83,273,000	60,979,900	4,749,702	19,242,500	2,567,933	21,810,433	41,737,400	2,181,770
2009E	138,499,500	129,266,700	44,008,103	9,233,300	5,770,827	15,004,127	120,033,400	38,237,276
2011A	123,515,000	68,530,000	25,589,725	6,230,000	3,255,175	9,485,175	62,300,000	22,334,550
2012A	140,470,000	108,868,800	31,812,364	7,025,000	4,003,652	11,028,652	101,843,800	27,808,712
2012B Refunding	117,590,900	113,074,500	29,858,869	-	5,398,127	5,398,127	113,074,500	24,460,741
2013A	127,800,000	89,460,000	38,020,500	6,390,000	4,313,250	10,703,250	83,070,000	33,707,250
2013B Refunding	73,610,700	64,019,300	12,159,656	6,476,100	2,251,180	8,727,280	57,543,200	9,908,476
2014A	140,903,800	126,813,400	47,167,478	7,045,200	5,142,988	12,188,188	119,768,200	42,024,490
2014A Refunding	33,410,600	22,125,900	2,410,064	11,203,400	692,283	11,895,683	10,922,500	1,717,781
2014B Refunding	33,410,600	120,724,700	39,185,933	3,538,800	5,815,245	9,354,045	117,185,900	33,370,688
2015A	141,302,900	134,237,900	53,166,271	7,065,000	5,687,441	12,752,441	127,172,900	47,478,830
2015B Refunding	39,081,200	39,081,200	16,554,027	-	1,726,771	1,726,771	39,081,200	14,827,256
2015C Refunding	90,437,700	90,437,700	15,863,099	8,997,000	4,033,713	13,030,713	81,440,700	11,829,386
2016A				8,215,000	6,077,100	14,292,100		
G.O Bond Total		\$ 1,233,065,000	\$ 376,535,340	\$ 114,951,300	\$ 59,704,178	\$ 174,655,478	\$ 1,126,328,700	\$ 322,908,262
Revenue Bonds								
EDA 2012A Laurel Hill ¹	\$ 34,912,800	\$ 24,432,500	\$ 4,397,284	\$ 3,492,400	\$ 1,151,807	\$ 4,644,207	\$ 20,940,100	\$ 3,245,477
EDA 2014A Refdg - Sch Adm. Bldg ²	44,000,000	42,625,000	23,284,425	1,415,000	2,051,725	3,466,725	41,210,000	21,232,700
Revenue Bond Total		\$ 67,057,500	\$ 27,681,709	\$ 4,907,400	\$ 3,203,532	\$ 8,110,932	\$ 62,150,100	\$ 24,478,177
Total Schools Debt Service		\$ 1,300,122,500	\$ 404,217,049	\$ 119,858,700	\$ 62,907,710	\$ 182,766,410	\$ 1,188,478,800	\$ 347,386,439

¹Principal and interest will be paid by County Debt Service.

²Principal and interest will be paid from a transfer to the County Debt Service from FCPS School Operating Fund in connection with a capital lease.

³Chart Source: FY 2017 County Adopted Budget, Volume 2: Capital Construction and Other Operating Funds http://www.fairfaxcounty.gov/dmb/fy2017/adopted/budget_narratives.htm

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local government.

Debt Level and Future Impact

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local government. The Virginia Constitution requires that long-term debt be approved by voter referendum, and there is no statutory limit on the amount of debt the voters can approve.

The Fairfax County Board of Supervisors' policy on the county's debt management establishes guidelines to maintain its excellent bond ratings. The first guideline states that net debt as a percentage of estimated market value should always remain less than 3.0 percent. The county chart below shows that the county's FY 2017 percentage of 1.19 percent is well within that guideline.

Net Debt as a Percentage of Market Value of Taxable Property (\$ in billions)			
Fiscal Year	Net Bonded	Estimated	Percentage
	Indebtedness ¹	Market Value ²	
2013	\$2.6	\$214.2	1.20%
2014	\$2.8	\$221.5	1.28%
2015	\$2.9	\$233.4	1.23%
2016 (est)	\$2.9	\$241.0	1.21%
2017 (est)	\$2.9	\$248.1	1.19%

¹ The amount includes outstanding General Obligation Bonds and other tax supported debt obligations as of June 30 in the year shown and is from the Fairfax County Department of Management and Budget. Source: FY 2013 to FY 2015 Comprehensive Annual Financial Report; FY 2016 & FY 2017 Fairfax County Department of Management and Budget.

² Source: Fairfax County Department of Tax Administration and the Department of Management and Budget.

A second guideline established by the county is to maintain a ratio of debt service expenditures as a percentage of Combined General Fund disbursements under 10.0 percent. As seen in the county chart below of Debt Service Requirements as a Percentage of Combined General Fund, Fairfax County's percentage of 8.32 percent is within that guideline for FY 2017.

Debt Service Requirements as a Percentage of Combined General Fund (\$ in millions)			
Fiscal Year	Debt Service	General Fund	Percentage
Ending	Requirements ¹	Disbursements ²	
2013	\$289.7	\$3,533.1	8.20%
2014	\$295.5	\$3,637.8	8.12%
2015	\$314.0	\$3,729.6	8.42%
2016 (est)	\$336.4	\$3,894.1	8.64%
2017 (est)	\$333.9	\$4,012.5	8.32%

¹ The amount includes total principal and interest payments on the County's outstanding tax supported debt obligations, including General Obligation Bonds, economic development authority bonds, and other tax supported debt obligations budgeted in other funds. Source: FY 2013 to FY 2015 Comprehensive Annual Financial Report; FY 2013 to FY 2016 and FY 2017 Fairfax County Department of Management and Budget.

² Source: Fairfax County Department of Management and Budget.

The Fairfax County Board of Supervisors controls the degree to which FCPS can implement its Capital Improvement Program each year. Annually, the Board of Supervisors reviews cash requirements for capital project financing to determine the capacity to incur additional debt. Additional information about the FY 2017 approved county budget can be found on the Fairfax County website at <http://www.fairfaxcounty.gov/dmb/>.

Special Revenue Funds

Special Revenue Funds are used to account for proceeds of specific revenue sources, other than major capital projects, in which expenditures are restricted for a specific purpose. FCPS has three Special Revenue Funds: Food and Nutrition Services, Adult and Community Education, and Grants and Self-Supporting Programs.

Food and Nutrition Services Fund

Food and Nutrition Services Fund Statement *

	FY2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1	\$ 18,830,555	\$ 15,689,133	\$ 13,755,425	\$ 9,074,225	\$ 12,462,035	\$ 9,033,086
REVENUE:						
State Aid	\$ 981,400	\$ 1,041,918	\$ 1,041,978	\$ 1,149,874	\$ 1,149,874	\$ 1,153,857
Federal Aid	31,574,159	33,136,499	33,674,483	35,750,825	34,549,926	36,075,261
Food Sales	43,562,520	41,566,589	39,592,304	42,445,758	39,083,935	43,956,209
Other Revenue	55,602	17,763	19,809	16,745	16,745	17,207
Total Revenue	\$ 76,173,682	\$ 75,762,770	\$ 74,328,574	\$ 79,363,203	\$ 74,800,480	\$ 81,202,534
Total Funds Available	\$ 95,004,237	\$ 91,451,903	\$ 88,083,999	\$ 88,437,427	\$ 87,262,515	\$ 90,235,620
EXPENDITURES:						
Food and Nutrition Services General Reserve	\$ 79,219,588	\$ 78,039,051	\$ 75,665,027	\$ 81,593,748	\$ 78,229,429	\$ 81,646,357
Food and Nutrition Services General Reserve	\$ -	\$ -	\$ -	\$ 6,843,679	\$ 9,033,086	\$ 8,589,263
Total Disbursements	\$ 79,219,588	\$ 78,039,051	\$ 75,665,027	\$ 88,437,427	\$ 87,262,515	\$ 90,235,620
Change in Inventory	\$ 95,516	\$ (342,573)	\$ (43,063)	\$ -	\$ -	\$ -
ENDING BALANCE, June 30	\$ 15,689,133	\$ 13,755,425	\$ 12,462,035	\$ -	\$ -	\$ -

*Does not add due to rounding

The Food and Nutrition Services (FNS) Fund is a financially self-supporting, nationally recognized child nutrition program.

Currently, 35 schools have gardens.

Food and Nutrition Services (FNS) operates a year round nationally recognized \$90.2 million community nutrition program which is financially self-supporting. The overarching goal of FNS is to support students' health, wellness, and readiness to learn while embracing the school system and its stakeholders. FNS offers a variety of healthy food choices, strives to exceed established government regulations, and proudly serves more than 142,000 customers daily.

Breakfast and lunch menus are planned by registered dietitian nutritionists and chefs in order to best meet students' personal, cultural, and therapeutic needs. FNS values feedback and partners with schools to host student taste parties, conducts student surveys, and gathers information monthly from customer report cards. FNS promotes school gardens and the Virginia Farm to School initiative, with a strong commitment to serving seasonal and locally grown fresh produce. FNS fosters nutrition education curriculum by way of supplemental information in the classroom and on serving lines, in parent newsletters, and on the FCPS' website. The Energy Zone is FNS' established marketing platform, created to reflect a positive and innovative approach to school food service. FNS also utilizes their own "All Star Lunch and Breakfast" concept that coincides with the Dietary Guidelines for Americans and MyPlate to assist students with selecting meals.

In addition, the Food and Nutrition Services Program:

- publishes monthly menus on the Energy Zone lunch app, Nutrislice, with access to manufacturer labels, nutrient content and allergens
- offers breakfast in 178 schools and centers and promotes breakfast in the classroom to meet the needs of students as they arrive at school
- sponsors the Fresh Fruit and Vegetable Program at seven elementary sites offering all students a fresh fruit and vegetable afternoon snack

Special Revenue Funds

- provides meals to day care centers, and provides snacks to School-Age Child Care (SACC) Programs and After School Middle School Programs
- provides meals and nutrition counseling at senior nutrition sites
- serves as advisors for dietetic internships at Virginia Polytechnic Institute, VA Department of Health, Medical College of Virginia, and distance learning programs
- partners with the school and community Partnership for a Healthier Fairfax, focused on reducing childhood obesity and wellness initiatives
- participates in the U.S. Department of Agriculture's (USDA) summer food service program. This program offers students, who qualify for free and reduced-price meals, a nutritious breakfast and lunch when school is not in session. In FY 2016, meals were served at 42 schools in cooperation with the Fairfax County's Rec-PAC program.
- provides vending services to schools and Fairfax County recreation centers

FNS contributes to the local Wellness Policy in collaboration with the Wellness Task Force. The Task Force designed a GOLDEN Wellness Award (Giving Others Lifelong Desire for Exercise and Nutrition) as an initiative to encourage schools to take action within their communities and make a difference in the lives of students. The policy addresses the School Board student achievement goal 2.8, students will make healthy and safe life choices, and goal 3.2, students will be respectful and contributing participants in their school, community, country, and world. Current nutrition and physical activity information are disseminated to provide tools that empower and promote healthy lifestyles.

FY 2017 Program Enhancements

The Office of Food and Nutrition Services (FNS) will begin introducing the following meal program enhancements in the 2016-2017 school year that are designed to re-energize the Energy Zone brand over the course of five years.

- Implementation of elementary school salad bars (fifteen schools from the five regions)
- Rotational outdoor barbeques in five schools (one school in each region)
- Daily outdoor barbeques in five middle or high schools (one school in each region)
- Rotisserie ovens (featuring roasted chicken) at Thomas Jefferson High School and the Gatehouse Café
- Chef Paul Davis' "Signature Line" of fresh sandwiches and salads for FCPS employees

Central Distribution

The Food Services Center is located in the Woodson complex. The staff includes a supervisor, foreman, and eight truck drivers. Approximately 60 percent of all purchases and USDA commodities are delivered to the center and distributed by leased trucks to school kitchens. The center has storage facilities for dry, refrigerated, and frozen foods. To reduce food costs, procurement methods are continually analyzed and purchases are made by the truckload for high volume items. Operational and handling costs incurred are offset by reduced food costs and warehouse efficiency which averages \$1.54 per case compared to Virginia's Department of Agriculture cost of \$3.55 per case.

FCPS Lunch Price History*

FY 2008 - FY 2017

Fiscal Year	Student Lunch	
	ES	MS/HS
2017	\$ 3.00	\$ 3.25
2016	\$ 2.90	\$ 3.00
2015	\$ 2.90	\$ 3.00
2014	\$ 2.65	\$ 2.75
2013	\$ 2.65	\$ 2.75
2012	\$ 2.65	\$ 2.75
2011	\$ 2.65	\$ 2.75
2010	\$ 2.65	\$ 2.75
2009	\$ 2.40	\$ 2.50
2008	\$ 2.15	\$ 2.25

*These prices are based on the normal costs of the meals charged to students who do not qualify for free and reduced meals.

Source:

FCPS - Food and Nutrition Services

Special Revenue Funds

Revenue

The two major sources of revenue for this fund are food sales and federal revenue. Federal aid is based on cash reimbursements and commodities. Reimbursement programs include National School Lunch Program, School Breakfast Program, Summer Food Service Program for Children and Fresh Fruit and Vegetable Program. The reimbursement rate is determined annually by the federal government under the National School Lunch and Child Nutrition Acts. The current subsidy is \$0.35 for paid students, \$2.73 for students eligible for reduced-priced meals, \$3.13 for students eligible for free meals, and \$0.3125 in USDA commodities. Students eligible for reduced-price meals (\$0.30 for breakfast and \$0.40 for lunch) receive free meals subsidized by the FNS fund totaling \$2.3 million since starting in FY 2012.

Prices

FCPS' breakfast and lunch prices are competitive with other Washington Area Boards of Education (WABE) school divisions as reflected in the chart below. The fund has absorbed major increases in the cost of food and employee compensation while continuing to offer free breakfast and lunch to students eligible for reduced-price meals. Breakfast prices will remain unchanged in FY 2017, and lunch prices will increase by \$0.10 for elementary, \$0.25 for middle and high, and \$0.35 for adults.

FY 2017 Approved Meal Prices		
	FY 2016	FY 2017
Breakfast		
Students	\$1.75	\$1.75
Reduced-Price	FREE	FREE
Adults	\$2.20	\$2.20
Lunch		
Elementary	\$2.90	\$3.00
Middle & High	\$3.00	\$3.25
Reduced-Price	FREE	FREE
Adults	\$3.90	\$4.25

Comparison of Division Meal Prices Across WABE Jurisdictions School Year 2015-2016			
	Breakfast Prices		Lunch Prices
	All Students	Elementary	Middle/High
Alexandria City ¹	\$1.75	\$2.65	\$2.85
Arlington County	\$1.55	\$2.75	\$2.85
Fairfax County	\$1.75	\$2.90	\$3.00
Falls Church City ²	\$2.00	\$2.90	\$3.75
Loudoun County	\$2.10	\$3.10	\$3.20
Manassas City	\$1.45	\$2.50	\$2.60
Manassas Park City	\$1.50	\$2.65	\$2.65
Montgomery County	\$1.30	\$2.55	\$2.80
Prince George's County	\$1.60	\$2.75	\$3.00
Prince William County ³	\$1.45	\$2.45	\$2.70

¹ Middle School lunch price is \$2.65

² Middle/High breakfast price is \$2.50

³ Middle School lunch price is \$2.60

Source: [2016 Washington Area Boards of Education \(WABE\) Guide](#)

Accounting Basis

The Food and Nutrition Services Fund is a special revenue fund and follows the modified accrual basis of accounting. Under this method, revenues are recognized when they become measurable and available and expenditures are recognized when the liability is incurred.

Food and Nutrition Services Fund (\$ in millions)							
	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change		Change	
				Approved to Amount	Approved Percent	Revised to Amount	Approved Percent
Budget	\$ 88.4	\$ 87.3	\$ 90.2	\$ 1.8	2.0%	\$ 3.0	3.4%
Positions	43.5	43.5	43.5	-	0.0%	-	0.0%

Explanation of Significant Fund and Position Changes

The FY 2017 Approved Budget for the Food and Nutritional Services Fund is \$90.2 million, which represents a \$1.8 million, or 2.0 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$3.0 million, or 3.4 percent increase, over the FY 2016 Revised Budget.

Total revenue for this fund for FY 2017 is \$81.2 million. This represents a net increase of \$1.8 million, or 2.3 percent, over the FY 2016 Approved Budget. This net increase is primarily due to an increase of \$1.5 million in food sales impacted by higher lunch prices, as well as an increase of \$0.3 million in federal aid. Total revenue for this fund for FY 2017 also represents a net increase of \$6.4 million, or 8.6 percent over the FY 2016 Revised Budget. This increase is due to a projected increase of \$2.3 million in sales to the School Aged Child Care Program and \$2.6 million in lunch sales due to the projected increase in lunch participation and an increase in lunch prices as well as an increase of \$1.4 million in the Federal School Lunch Program.

Total expenditures including all operational and administrative costs for this fund for FY 2017 are \$90.2 million. This represents a net increase of \$1.8 million, or 2.0 percent, over the FY 2016 Approved Budget. Total expenditures for this fund for FY 2017 also represent a net increase, of \$3.0 million, or 3.4 percent from the FY 2016 Revised Budget. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. In addition, funding brings the salary of all contracted employees currently below living wage to the living wage minimum. The fund also includes employee benefit costs and an adjustment for employee turnover. When compared to the FY 2016 Approved Budget, the net increase of \$1.8 million results from increases of \$3.5 million in employee compensation and \$1.7 million in the general reserve offset by decreases of \$2.5 million in food product costs and \$0.9 million in indirect costs. When compared to the FY 2016 Revised Budget, the net expenditure increase of 3.0 million is due to an increase of \$4.2 million in employee compensation offset by a decrease of \$0.7 million in food product, and a decrease of \$0.4 million in the general reserve.

The living wage implementation in FY 2017 will increase the salaries of hourly contracted employees to a minimum of \$13.13 per hour.

Special Revenue Funds

Adult and Community Education Fund

Adult and Community Education Fund Statement*

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1	\$ (974,678)	\$ 584,155	\$ 366,524	\$ -	\$ 397,679	\$ -
REVENUE:						
State Aid	\$ 924,913	\$ 937,762	\$ 1,074,511	\$ 936,843	\$ 936,843	\$ 744,292
Federal Aid	1,872,981	1,790,459	1,770,597	1,666,438	1,778,342	1,666,438
Tuition	6,038,010	5,628,077	5,682,604	6,367,913	6,367,913	6,412,348
Industry, Foundation, Other	297,453	416,320	426,298	417,269	417,269	452,384
Total Revenue	\$ 9,133,356	\$ 8,772,617	\$ 8,954,009	\$ 9,388,462	\$ 9,500,366	\$ 9,275,462
TRANSFERS IN:						
School Operating Fund	\$ 1,400,000	\$ 400,000	\$ 235,000	\$ 235,000	\$ 235,000	\$ 235,000
Total Transfers In	\$ 1,400,000	\$ 400,000	\$ 235,000	\$ 235,000	\$ 235,000	\$ 235,000
Total Revenue and Transfers	\$ 10,533,356	\$ 9,172,617	\$ 9,189,009	\$ 9,623,462	\$ 9,735,366	\$ 9,510,462
Total Funds Available	\$ 9,558,679	\$ 9,756,773	\$ 9,555,533	\$ 9,623,462	\$ 10,133,046	\$ 9,510,462
EXPENDITURES	\$ 8,974,523	\$ 9,390,248	\$ 9,157,854	\$ 9,623,462	\$ 10,133,046	\$ 9,510,462
ENDING BALANCE, June 30	\$ 584,155	\$ 366,524	\$ 397,679	\$ -	\$ -	\$ -
Less:						
Undelivered Orders	\$ 8,051	\$ 109,747	\$ 1,428	\$ -	\$ -	\$ -
AVAILABLE ENDING BALANCE	\$ 576,104	\$ 256,778	\$ 396,251	\$ -	\$ -	\$ -

* Does not add due to rounding.

Adult and Community Education (ACE) offers lifelong literacy programs and educational opportunities for all residents and students of Fairfax County through creative use of instruction and implementation of best academic and business practices.

Adult and Community Education (ACE) offers lifelong literacy programs and educational opportunities for all residents and students of Fairfax County through creative use of instruction and implementation of best academic and business practices. ACE programs have been offered for more than 60 years. ACE programs and services serve approximately 36,000 citizens annually. The core ACE mission is to preserve an adult education program that meets state and local requirements and provides opportunities for better alignment with the division's mission of career and workforce readiness while creating operational efficiencies.

ACE emphasizes Adult English for Speakers of Other Languages (ESOL) classes and workforce and career readiness. Apprenticeship, business and computer certifications, health and medical career certifications, and workplace training programs are offered. ACE also offers the Driver Education 9-12 program, including Behind-the-Wheel training, and K-12 enrichment programs. In addition, ACE collaborates with the Fairfax County government to ensure that vital, popular, and targeted enrichment classes such as world languages, culinary arts, and personal improvement are offered to the community. Classes are held in ten anchor sites, each with a revenue target. The Plum Center is the flagship location for ACE Classes.

Accounting Basis

The ACE Fund is a special revenue fund that follows the modified accrual basis of accounting. Under this method, revenues are recognized when they become measurable and available, and expenditures are generally recognized when the liability is incurred.

Adult and Community Education Fund (\$ in millions)							
	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change		Change	
				Approved to Amount	Approved Percent	Revised to Amount	Approved Percent
Budget	\$ 9.6	\$ 10.1	\$ 9.5	\$ (0.1)	-1.2%	\$ (0.6)	-6.1%
Positions	38.0	38.0	38.0	-	0.0%	-	0.0%

Explanation of Significant Fund and Position Changes

The FY 2017 Approved Budget for the Adult and Community Education (ACE) Fund is \$9.5 million, which represents a decrease of \$0.1 million, or 1.2 percent, from the FY 2016 Approved Budget. In addition, the budget represents a decrease of \$0.6 million, or 6.1 percent, from the FY 2016 Revised Budget.

ACE revenue consists of \$2.4 million in state and federal grants, \$6.4 million in projected tuition payments, \$0.5 million in private support, and a \$0.2 million transfer from the School Operating Fund. State funding for FY 2017 reflects a \$0.2 million, or 20.6 percent, decrease from both the FY 2016 Revised Budget and the FY 2016 Approved Budget. The decrease in state aid is primarily due to reduced funding for Driver Education, as well as the elimination of state apprenticeship funding. The state has reconfigured the way that it allocates apprenticeship funding and no longer provides it to colleges and local jurisdictions. FY 2017 federal funding reflects a \$0.1 million, or 6.3 percent, decrease from the FY 2016 Revised Budget and no change from the FY 2016 Approved Budget. The change from the FY 2016 Revised Budget is due to a one-time increase in the Adult Literacy program that took place mid-year during FY 2016. This increase was the result of an additional allocation from the state available from the prior fiscal year for the Adult Literacy program. Tuition reflects a \$44,435, or 0.7 percent, increase from the FY 2016 Revised and Approved Budgets. This increase is driven by both a price increase in the fall as well as the addition of several new programs such as Home Health Care Provider. Furthermore, apprenticeship classes are projected to continue to increase in numbers as the economy improves. Revenue from private support reflects a \$35,115, or 8.4 percent, increase over both the FY 2016 Revised and Approved Budgets due to an increase in external support.

The transfer from the School Operating Fund totals \$0.2 million in the FY 2017 Approved Budget and there is no change from the prior year. This transfer supports the Adult ESOL Program and is used to meet the local grant match requirements. Total revenue and transfers for the FY 2017 Approved Budget equal \$9.5 million in available funding.

The FY 2017 ACE Fund expenditure projection totals \$9.5 million and reflects a \$0.6 million, or 6.1 percent, net decrease compared to the FY 2016 Revised Budget and a \$0.1 million, or 1.2 percent, net decrease from the FY 2016 Approved Budget. Reductions within Driver Education and other K-12 programs as well as Adult programs such as medical education programming are driving the \$0.6 million decrease. The FY 2017 Approved Budget also reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. In addition, the budget includes funding to bring the salary of all contracted employees currently below living wage to the living wage minimum.

Adult and Community Education (ACE) offers lifelong literacy programs and educational opportunities for all residents and students of Fairfax County.

Special Revenue Funds

Grants and Self-Supporting Programs Fund

Grants and Self-Supporting Programs Fund Statement *

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1						
Grants	\$ 7,098,390	\$ 6,511,457	\$ 6,978,438	\$ -	\$ 5,409,349	\$ -
Summer School	5,927,060	8,261,977	10,039,351	2,550,968	7,317,999	2,550,968
BEGINNING BALANCE, JULY 1	\$ 13,025,450	\$ 14,773,434	\$ 17,017,789	\$ 2,550,968	\$ 12,727,348	\$ 2,550,968
RECEIPTS:						
Grants						
State Aid	\$ 8,598,093	\$ 8,108,046	\$ 8,102,232	\$ 7,915,738	\$ 9,917,624	\$ 7,641,723
Federal Aid	33,499,581	31,244,846	29,678,954	30,174,606	41,240,022	31,014,107
Industry, Foundation, Other	1,184,515	1,065,408	935,238	-	692,745	-
Grants Reserve	-	-	-	6,000,000	6,000,000	6,000,000
Summer School						
State Aid	2,155,789	2,232,944	2,533,133	2,100,000	2,100,000	2,267,161
Tuition	2,164,838	2,280,940	2,546,093	2,639,441	2,639,441	2,406,205
Industry, Foundation, Other	73,162	4,494	36,091	-	25,500	-
Total Receipts	\$ 47,675,977	\$ 44,936,678	\$ 43,831,742	\$ 48,829,785	\$ 62,615,332	\$ 49,329,196
TRANSFERS IN:						
School Operating Fund (Grants)	\$ 8,865,952	\$ 8,865,952	\$ 9,029,576	\$ 9,029,576	\$ 9,029,576	\$ 9,481,055
School Operating Fund (Summer School)	12,511,040	12,511,040	8,756,398	8,756,398	8,756,398	8,756,398
Cable Communications Fund (Grants)	4,548,169	4,232,175	2,607,314	3,282,217	3,282,217	3,619,872
Total Transfers In	\$ 25,925,161	\$ 25,609,167	\$ 20,393,288	\$ 21,068,191	\$ 21,068,191	\$ 21,857,325
Total Funds Available	\$ 86,626,588	\$ 85,319,279	\$ 81,242,819	\$ 72,448,944	\$ 96,410,871	\$ 73,737,489
EXPENDITURES:						
Grants**	\$ 57,283,243	\$ 53,049,446	\$ 51,922,404	\$ 50,402,137	\$ 69,571,533	\$ 51,756,757
Unallocated Grants	-	-	-	6,000,000	6,000,000	6,000,000
Summer School	14,569,912	15,252,044	16,593,067	16,046,807	18,288,370	15,980,732
Total Expenditures	\$ 71,853,154	\$ 68,301,490	\$ 68,515,472	\$ 72,448,944	\$ 93,859,903	\$ 73,737,489
RESERVES:						
Summer School Reserve	\$ -	\$ -	\$ -	\$ -	\$ 2,550,968	\$ -
Total Disbursements	\$ 71,853,154	\$ 68,301,490	\$ 68,515,472	\$ 72,448,944	\$ 96,410,871	\$ 73,737,489
ENDING BALANCE, JUNE 30	\$ 14,773,434	\$ 17,017,789	\$ 12,727,348	\$ -	\$ -	\$ -
Less:						
FY 2014 Budgeted Beginning Balance	\$ 844,715	\$ -	\$ -	\$ -	\$ -	\$ -
Undelivered Orders	947,111	480,652	1,134,486	-	-	-
Available Ending Balance	\$ 12,981,608	\$ 16,537,137	\$ 11,592,862	\$ -	\$ -	\$ -

* Does not add due to rounding.

**An audit adjustment in the amount of \$7,639 has been reflected in the FY 2014 actuals.

The Grants and Self-Supporting Programs Fund consists of two subfunds: the Grants Subfund and the Summer School and SOL Remediation Subfund.

The Grants and Self-Supporting Programs Fund consists of two subfunds: the Grants Subfund and the Summer School and SOL Remediation Subfund. The FY 2017 budget for this special revenue fund is \$73.7 million and includes 502.3 positions. This represents a net increase of \$1.3 million, or 1.8 percent, over the FY 2016 Approved Budget. However, this is a decrease of \$22.7 million, or 23.5 percent, from the FY 2016 Revised Budget. The number of positions in this fund is projected to decrease 13.4 positions from the FY 2016 Approved Budget and 24.4 positions from the FY 2016 Revised Budget.

Grants Subfund

This portion of the Grants and Self-Supporting Programs Fund consists of programs that are funded from federal, state, and private industry sources, or are self-supporting. The FY 2017 Approved Budget totals \$57.8 million and 496.8 positions, which is an increase of \$1.4 million, or 2.4 percent, over the FY 2016 Approved Budget and a decrease of \$17.8 million, or 23.6 percent, from the FY 2016 Revised Budget.

Since actual grant awards for FY 2017 are unknown at this time, program estimates are based on FY 2016 awards. Adjustments due to actual award notifications are typically made in the first quarter of the fiscal year.

Grants Subfund*							
(\$ in millions)							
	FY 2016 Approved		FY 2017 Approved		Variance		
	Amount	Positions	Amount	Positions	Amount	Positions	
Federally Funded							
Title I, Part A	\$ 19.2	169.5	\$ 18.8	159.1	\$ (0.4)	(10.4)	
Title II, Part A	3.1	6.0	3.1	6.0	(0.0)	-	
Title III	4.2	14.5	3.9	13.5	(0.3)	(1.0)	
Title III, Immigrant and Youth	0.3	-	0.3	-	(0.0)	-	
Head Start ¹	1.8	-	2.0	-	0.1	-	
Early Head Start ¹	1.1	-	1.1	-	0.1	-	
Medicaid	1.4	9.5	1.5	9.5	0.1	-	
VPI Plus	-	-	1.3	5.5	1.3	5.5	
USDA	1.1	-	1.3	-	0.2	-	
Project Aware	0.6	1.0	0.6	1.0	(0.0)	-	
Others < \$200,000	0.2	2.5	0.3	3.0	0.0	0.5	
State Funded							
State Technology Plan	\$ 5.1	-	\$ 5.1	-	\$ (0.1)	-	
Juvenile Detention Ctr	2.3	18.5	2.0	16.0	(0.2)	(2.5)	
Jail Program	0.3	2.5	0.3	2.5	0.0	-	
Others < \$200,000	0.2	2.2	0.2	1.7	0.0	(0.5)	
Privately Funded/Self-Supporting							
Cable Communications							
Channels 21 & 39	\$ 3.3	26.0	\$ 3.6	26.0	\$ 0.3	-	
Others < \$200,000	-	2.0	-	2.0	-	-	
Locally Funded							
FECEP	\$ 8.0	196.0	\$ 8.4	192.0	\$ 0.5	(4.0)	
FECEP/VPI ¹	7.9	-	8.1	-	0.2	-	
Head Start	1.0	39.0	1.0	39.0	-	-	
Early Head Start	0.1	20.0	0.1	20.0	-	-	
Infant Toddler ¹	0.1	1.0	-	-	(0.1)	(1.0)	
Grant Reserve							
Less: WPFO	\$ 6.0	-	\$ 6.0	-	\$ -	-	
	(10.9)	-	(11.2)	-	(0.3)	-	
Subfund Total	\$ 56.4	510.2	\$ 57.8	496.8	\$ 1.4	(13.4)	

*Does not add due to rounding.

¹Offset by Work Performed for Others (WPFO).

Summer School and SOL Remediation Subfund

The Summer School and SOL Remediation Subfund consists of mandatory Extended School Year for special education, self-supporting enrichment programs, limited credit recovery courses, SOL remediation for term graduates, and Extended Learning Time for Students. The Bridges to Kindergarten program and summer activities for elementary Project LIFT are also included in this fund.

The FY 2017 budget for Summer School and SOL Remediation Subfund is \$16.0 million and includes 5.5 positions. This reflects a decrease of \$66,075, or 0.4 percent, from the FY 2016 Approved Budget. In addition, the budget represents a decrease

The Summer School and SOL Remediation Subfund consists of mandatory Extended School Year for special education, self-supporting enrichment programs, limited credit recovery courses, SOL remediation for term graduates, and Extended Learning Time for Students.

Special Revenue Funds

Entitlement Grants	
Grant	Targeted Population
Title I	At-risk students
Title II	Teacher training/ instructional coaches
Title III	ESOL students and Immigrant & Youth

of \$4.9 million, or 23.3 percent, from the FY 2016 Revised Budget. The decrease from the revised budget is primarily due to unspent funds from the prior year that are carried over and reflected in the FY 2016 Revised Budget. The FY 2017 budget includes \$4.0 million to support mandated Special Education Extended School Year program; \$4.4 million to support Extended Learning Time for Students; \$2.4 million for transportation; \$2.3 million to support High School Summer programs; \$2.0 million to support Summer Learning Enrichment program; \$0.4 million to support Bridges to Kindergarten; and \$0.5 million to support the Thomas Jefferson Summer School program.

Accounting Basis

The Grants and Self-Supporting Programs Fund is a special revenue fund that follows the modified accrual basis of accounting. Under this method, revenues are recognized when they become measurable and available and expenditures are generally recognized when the liability is incurred.

Grants and Self-Supporting Programs Fund (\$ in millions)							
	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change Approved to Approved		Change Revised to Approved	
				Amount	Percent	Amount	Percent
Budget	\$ 72.4	\$ 96.4	\$ 73.7	\$ 1.3	1.8%	\$ (22.7)	-23.5%
Positions	515.7	526.7	502.3	(13.4)	-2.6%	(24.4)	-4.6%

Explanation of Significant Fund and Position Changes

The net increase of \$1.3 million, or 1.8 percent, over the FY 2016 Approved Budget results primarily from newly awarded funding for VPI Plus, increases in Headstart, FECEP, and Cable Communications offset by decreases in funding for Title I, Title II, Title III and support for the Juvenile Detention Center. Overall, positions decreased by 13.4 FTEs from the FY 2016 Approved Budget due primarily to a decrease in positions funded with Title I and FECEP offset by the increase in positions funded by the new VPI Plus grant.

The net decrease in the Grants and Self-Supporting Fund of \$22.7 million, or 23.5 percent, from the FY 2016 Revised Budget results primarily from the appropriation of unspent grant awards and summer school funds from the prior year that are carried forward and reflected in the FY 2016 Revised Budget, as well as new and revised grant awards recognized at the FY 2016 Midyear Budget Review.

The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. In addition, funding includes an initial investment to improve the teacher salary scale to attract and retain the highest quality teachers.

Internal Service funds account for the financing of goods and services provided by one department to other departments within FCPS on a cost reimbursement basis. FCPS has two Internal Service Funds: the School Insurance and Health and Flexible Benefits funds.

School Insurance Fund

School Insurance Fund Statement*						
	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1	\$ 43,759,142	\$ 46,924,718	\$ 49,246,200	\$ 45,452,485	\$ 51,296,268	\$ 47,024,875
REVENUE:						
Workers' Compensation						
School Operating Fund	\$ 9,238,928	\$ 9,238,928	\$ 9,238,928	\$ 8,238,928	\$ 8,238,928	\$ 8,238,928
Food and Nutrition Services Fund	324,284	324,284	324,284	324,284	324,284	324,284
Other Insurance						
School Operating Fund	4,468,127	4,468,127	4,468,127	4,468,127	4,468,127	4,468,127
Insurance Proceeds	673,473	790,923	769,520	50,000	50,000	50,000
Total Revenue	\$ 14,704,812	\$ 14,822,262	\$ 14,800,859	\$ 13,081,339	\$ 13,081,339	\$ 13,081,339
Total Funds Available	\$ 58,463,954	\$ 61,746,980	\$ 64,047,059	\$ 58,533,824	\$ 64,377,607	\$ 60,106,214
EXPENDITURES:						
Workers' Compensation						
Administration	\$ 859,422	\$ 897,444	\$ 745,811	\$ 669,033	\$ 669,033	\$ 694,375
Claims Paid	4,875,738	5,742,000	6,227,034	9,171,000	9,171,000	9,171,000
Claims Management	732,725	714,487	880,205	1,000,000	1,000,000	1,000,000
Other Insurance	5,071,350	5,146,849	4,897,741	6,464,211	6,512,699	6,483,702
Allocated Reserve	-	-	-	5,224,027	9,494,015	5,226,277
Subtotal Expenditures	\$ 11,539,236	\$ 12,500,780	\$ 12,750,791	\$ 22,528,271	\$ 26,846,747	\$ 22,575,354
Net Change in Accrued Liability						
Workers' Compensation	\$ 2,421,095	\$ 1,361,235	\$ 1,559,823	\$ -	\$ -	\$ -
Other Insurance	120,146	352,998	(34,516)	-	-	-
Subtotal Net Change in Accrued Liability	\$ 2,541,241	\$ 1,714,233	\$ 1,525,307	\$ -	\$ -	\$ -
ENDING BALANCE, June 30	\$ 46,924,718	\$ 49,246,200	\$ 51,296,268	\$ 36,005,553	\$ 37,530,860	\$ 37,530,860
Less:						
Undelivered Orders	\$ -	\$ 383,161	\$ 48,488	\$ -	\$ -	\$ -
Available Ending Balance	\$ 46,924,718	\$ 48,863,039	\$ 51,247,780	\$ 36,005,553	\$ 37,530,860	\$ 37,530,860
Less Restricted Reserves:						
Workers' Comp. Accrued Liability	\$ 29,902,153	\$ 31,263,388	\$ 32,852,007	\$ 31,263,388	\$ 32,823,211	\$ 32,823,211
Other Insurance Accrued Liability	4,389,167	4,742,165	4,706,704	4,742,165	4,707,649	4,707,649
Reserve for Catastrophic Occurrences	12,633,398	12,857,486	13,689,069	-	-	-
Total Reserves	\$ 46,924,718	\$ 48,863,039	\$ 51,247,780	\$ 36,005,553	\$ 37,530,860	\$ 37,530,860
Total Reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

* Does not add due to rounding.

The School Insurance Fund provides for the administration of the workers' compensation program, a state required benefit for employees that have sustained an injury on the job or occupational illness; the centralization of self-insurance accounts for liability; and the purchase of commercial insurance. FCPS is exposed to various risks of loss related to torts; theft, damage, and destruction of assets; errors and omissions; employee illnesses and injuries; and natural disasters. The School Board believes it is cost effective to manage these risks using a combination of self-insurance programs and the purchase of commercial policies.

Fund liabilities include costs for claims settlements, claims expenses, and claims that have been incurred but not reported to date (IBNR). Since actual liability claims depend on complex factors such as inflation, changes in governing laws and standards, and court awards, the process used in computing liability claims is

Internal Service Funds

Reserves are maintained in the School Insurance Fund to manage FCPS' exposure to both actuarially determined outstanding liabilities and unforeseeable catastrophic losses.

The School Insurance Fund receives revenue from the School Operating Fund, the Food and Nutrition Services Fund, and from third party reimbursements and restitution payments.

reevaluated periodically to take into consideration the history, frequency, severity of recent claims, and other economic and social factors. These liabilities are computed using a combination of actual claims experience and actuarially determined amounts. Reserves are maintained in the School Insurance Fund to manage FCPS' exposure to both actuarially determined outstanding liabilities and unforeseeable catastrophic losses.

The Office of Benefit Services, Department of Human Resources, administers the workers' compensation program in conjunction with an independent claims service company. Risk Management, Department of Financial Services, administers all insurance programs other than workers' compensation. The School Insurance Fund includes a total of 9.3 positions; of which 5.3 positions support the Workers' Compensation program and 4.0 positions support the Risk Management program (e.g., commercial property and liability insurance, surety bonds, and fiduciary insurance).

Accounting Basis

The School Insurance Fund is an internal service fund and follows the accrual basis of accounting. Under this method, revenues are recognized when earned and expenses are recognized when incurred.

School Insurance Fund (\$ in millions)								
	FY 2016		FY 2017	Change		Change		
	Approved	Revised	Approved	Approved to Approved	Approved to Approved	Revised to Approved	Revised to Approved	
	Amount	Amount	Amount	Amount	Percent	Amount	Percent	
Budget	\$ 22.5	\$ 26.8	\$ 22.6	\$ 0.0	0.2%	\$ (4.3)	-15.9%	
Positions	9.3	9.3	9.3	-	0.0%	-	0.0%	

Explanation of Significant Fund and Position Changes

The FY 2017 budget for the School Insurance Fund is \$22.6 million, which represents a \$47,083, or 0.2 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$4.3 million, or 15.9 percent, decrease from the FY 2016 Revised Budget.

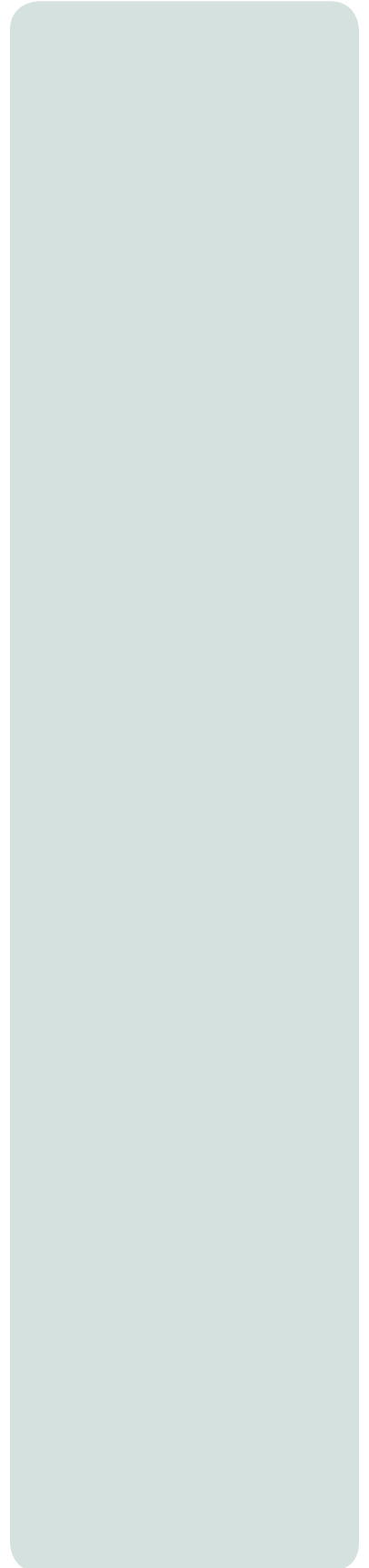
The FY 2017 beginning balance totals \$47.0 million. This represents an increase of \$1.6 million, or 3.5 percent, over the FY 2016 Approved Budget. In addition, the beginning balance represents a \$4.3 million, or 8.3 percent, decrease from the FY 2016 Revised Budget. The FY 2016 Revised Budget includes the impact of FY 2015 year-end revenue and expenditure adjustments. As compared to the FY 2016 Approved Budget, the change is due to a projected increase in accrued liabilities (based on the actuarial estimate of outstanding liabilities as of June 30, 2015), which results in an increase in funds required to be reserved and carried forward to begin FY 2017.

School Insurance Fund revenue comes from the School Operating Fund, the Food and Nutrition Services Fund, and from third party reimbursements and restitution payments. Total projected revenue for FY 2017 is \$13.1 million and there is no change from the prior year.

Total projected expenditures for this fund for FY 2017 are \$22.6 million, including the allocated reserve of \$5.2 million. This represents an increase of \$47,083, or 0.2 percent, from the FY 2016 Approved Budget. Total expenditures for this fund for FY 2017 also represent a net decrease of \$4.3 million, or 15.9 percent, from

Internal Service Funds

the FY 2016 Revised Budget primarily due to a projected decrease in the FY 2017 allocated reserve. The lower projected FY 2017 beginning balance results in a corresponding decrease in the allocated reserve. The FY 2017 Approved Budget includes funding to provide a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. The total number of positions supporting the School Insurance Fund remains at 9.3 positions.



Internal Service Funds

School Health and Flexible Benefits Fund

School Health and Flexible Benefits Fund Statement*

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1	\$ 48,736,478	\$ 45,081,559	\$ 45,144,211	\$ 44,148,943	\$ 39,401,484	\$ 38,576,888
REVENUE:						
Employer Contributions	\$ 198,948,342	\$ 211,105,194	\$ 214,540,246	\$ 222,560,105	\$ 222,599,256	\$ 237,821,921
Employee Contributions	57,992,687	62,970,791	63,755,188	61,673,489	65,429,878	69,755,561
Retiree/Other Contributions	43,975,659	48,044,860	54,306,603	45,057,684	55,002,948	58,583,929
Interest Income	230,411	72,937	66,518	73,000	73,000	73,000
Rebates and Subsidies	6,223,258	10,510,611	10,397,616	10,261,881	12,840,000	12,840,000
Subtotal	\$ 307,370,356	\$ 332,704,392	\$ 343,066,170	\$ 339,626,159	\$ 355,945,082	\$ 379,074,411
Flexible Spending Accounts (FSA) Withholdings	\$ 7,251,453	\$ 7,391,122	\$ 7,658,254	\$ 7,529,000	\$ 7,885,000	\$ 8,040,000
Total Revenue	\$ 314,621,810	\$ 340,095,514	\$ 350,724,424	\$ 347,155,159	\$ 363,830,082	\$ 387,114,411
Total Funds Available	\$ 363,358,288	\$ 385,177,073	\$ 395,868,635	\$ 391,304,102	\$ 403,231,566	\$ 425,691,299
EXPENDITURES/PAYMENTS:						
Health Benefits Paid	\$ 248,244,916	\$ 262,909,192	\$ 283,491,119	\$ 275,763,561	\$ 290,058,977	\$ 309,438,573
Premiums Paid	52,364,297	53,198,984	53,185,587	55,034,635	52,778,875	56,370,302
Claims Incurred but not Reported (IBNR)	18,894,000	23,324,000	22,708,000	25,170,000	22,092,000	21,476,000
IBNR Prior Year Credit	(19,660,000)	(18,894,000)	(23,324,000)	(24,247,000)	(22,708,000)	(22,092,000)
Health Administrative Expenses	10,954,543	12,389,498	12,851,351	13,873,972	14,547,826	16,709,865
Subtotal	\$ 310,797,756	\$ 332,927,674	\$ 348,912,057	\$ 345,595,167	\$ 356,769,678	\$ 381,902,740
Flexible Spending Accounts Reimbursement	\$ 7,356,659	\$ 6,977,279	\$ 7,425,541	\$ 7,400,000	\$ 7,750,000	\$ 7,900,000
FSA Administrative Expenses	122,314	127,909	129,552	129,000	135,000	140,000
Subtotal	\$ 7,478,973	\$ 7,105,188	\$ 7,555,093	\$ 7,529,000	\$ 7,885,000	\$ 8,040,000
Total Expenditures/Payments	\$ 318,276,729	\$ 340,032,862	\$ 356,467,151	\$ 353,124,167	\$ 364,654,678	\$ 389,942,740
ENDING BALANCE, June 30	\$ 45,081,559	\$ 45,144,211	\$ 39,401,484	\$ 38,179,934	\$ 38,576,888	\$ 35,748,559
Less:						
Undelivered Orders	\$ 46,075	\$ 11,660	\$ 7,630	\$ -	\$ -	\$ -
Premium Stabilization Reserve	45,035,484	45,132,551	39,393,854	38,179,934	38,576,888	35,748,559
AVAILABLE ENDING BALANCE, June 30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

* Does not add due to rounding.

Like most large employers, FCPS self-insures the majority of its medical and dental benefit expenses as an additional method of managing costs.

The Health and Flexible Benefits Fund provides for the funding and administration of medical, pharmacy, vision and dental care benefits for over 60,000 covered lives (employees, retirees, and their dependents). In addition, the fund provides for the payment of eligible health care and dependent care expenses for employees enrolled in the flexible spending account program. There are 19.0 positions that support the School Health and Flexible Benefits Fund.

Like most large employers, FCPS self-insures the majority of its medical and dental benefit expenses as an additional method of managing costs. By self-funding these benefits, FCPS is able to establish premiums that are lower than the amounts charged by insurance companies, since fully-insured plans generally include profit and claims fluctuation margins in the premium amounts. Additionally, self-insured plans are exempt from paying most premium taxes, and may be exempt from some mandated benefits. The plan also complies with Internal Revenue Service Section 125 rules so that employee premiums are taken via pre-tax deductions, providing additional savings to the employee and FCPS. The fund includes a premium stabilization reserve (PSR) to protect FCPS in years of unanticipated claims expenses.

The Affordable Care Act (ACA), passed in 2010, continues to impact FCPS health benefits plan design and fund expenditures. Changes to plan benefits and eligibility provisions have phased in since 2011 to comply with the Act. In FY 2015, the Employer Shared Responsibility provision went into effect, requiring FCPS to offer

coverage to all employees who meet the ACA definition of 'full-time' employee. Additionally, the plans lost 'grandfathered' status in January 2015, resulting in coverage of mandated preventive care benefits and certain medications at no cost to participants. FCPS is also required to pay two mandatory fees as a result of the ACA: the Patient Centered Outcomes Research Institute (PCORI) fee and the Transitional Reinsurance Fee.

PCORI was authorized by the U.S. Congress to provide evidence-based research that is intended to help people make informed health care decisions. The fee was first paid in FY 2013, and the final payment is expected to occur in FY 2020. The transitional reinsurance program is a fee paid to help stabilize premiums for coverage in the individual market. The first remittance for this fee was made in FY 2015 and the final remittance is expected to occur in FY 2017.

In FY 2014, medical plan offerings changed following a competitive bid process. FCPS continues to offer these same medical plans for eligible employees and retirees for FY 2017: Aetna/Innovation Health, CareFirst BlueChoice Advantage, and Kaiser HMO (Health Maintenance Organization). Comprehensive vision and pharmacy benefits are included with all FCPS medical plans. For the two self-insured plans (Aetna/Innovation Health and CareFirst BlueChoice Advantage) pharmacy benefits are provided through a separate contract with Express Scripts, Inc. FCPS is currently conducting a competitive bid process to re-valuate pharmacy benefits, with new contract(s) effective January 1, 2017.

Eligible employees and retirees may also select stand-alone dental coverage; either a DMO (Dental Maintenance Organization) or a DPPO (Dental Preferred Provider Organization) plan, both of which are administered by Aetna Dental.

FCPS contributes 85 percent of the established medical plan premium for employees enrolled in individual plans and 75 percent of the established premium for employees enrolled in mini-family or family plans. FCPS contributes 70 percent of the established dental plan premium for employees enrolled in a dental plan. Eligible retirees receive a medical plan subsidy; the amount of the subsidy and calculation method varies depending on the member's retirement system.

FCPS continues to implement cost-saving measures to minimize increases to both the system and participants. Staff continually reviews benefit and copayment levels to ensure market relevance and competitiveness. Benefits provided under the FCPS health plans were re-aligned as of January 1, 2016, and first dollar deductibles were introduced to the self-insured plans. All plans experienced changes to co-pays/coinsurance levels, out of pocket maximums and emergency room/hospital admission co-pays. FCPS continues to require documentation to support dependent(s) eligibility for coverage under the plan.

FCPS implemented an Employer Group Waiver Plan (EGWP) in 2013, a new Medicare Part D prescription drug subsidy option that provides the Fund with additional long-term savings for Medicare eligible retiree pharmacy claims. The EGWP plan replaced the previously used Retiree Drug Subsidy (RDS) option. Potential subsidies under the EGWP program are higher than the RDS plan so Medicare Part D Subsidy revenue is expected to increase over time.

The Flexible Spending Account (FSA) programs save money for both FCPS and its employees by allowing eligible employees to set aside pre-tax dollars for eligible health care and dependent care costs. Enrollment in these programs is expected to

The Affordable Care Act (ACA), passed in 2010, continues to impact FCPS health benefits plan design and fund expenditures.

FCPS continues to implement cost-saving measures to minimize increases to both the system and participants.

Internal Service Funds

increase in the future. Employees are projected to set aside \$8.0 million through these flexible account withholdings, which provides \$0.6 million in FICA savings to FCPS. The Affordable Care Act mandates a maximum health FSA contribution (\$2,550 per participant for Plan Year 2016). FCPS implemented a \$500 annual carryover provision for health care FSA and required direct deposit of reimbursements as of January 1, 2015.

In partnership with health insurance providers, a proactive wellness approach implemented by FCPS focuses on employees maintaining good health rather than treating symptoms and illnesses after they occur. Initiatives include flu shots for eligible employees, health screenings, discount programs at health clubs, nutrition education programs, and programs focused on encouraging employees to maintain a healthy lifestyle. More than 76 percent of FCPS benefit eligible employees are female, and for Plan Year 2016, FCPS launched a new healthy pregnancy initiative to increase employee education on plan benefits available and decrease costs associated with pre-term labor. Additionally, FCPS staff has collaborated with health insurance vendors to introduce telemedicine benefits.

Accounting Basis

The School Health and Flexible Benefits Fund is an internal service fund and follows the accrual basis of accounting. Under this method, revenues are recognized when earned and expenses are recognized when incurred.

Health and Flexible Benefits Fund (\$ in millions)							
	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Change Approved to Approved		Change Revised to Approved	
				Amount	Percent	Amount	Percent
Budget	\$ 391.3	\$ 403.2	\$ 425.7	\$ 34.4	8.8%	\$ 22.5	5.6%
Positions	19.0	19.0	19.0	-	0.0%	-	0.0%

Explanation of Significant Fund and Position Changes

The FY 2017 budget for the School Health and Flexible Benefits Fund is \$425.7 million, which represents a \$34.4 million, or 8.8 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$22.5 million, or 5.6 percent, increase over the FY 2016 Revised Budget.

The projected FY 2017 beginning balance is \$38.6 million which represents a decrease of \$5.6 million, or 12.6 percent, from the FY 2016 Approved Budget. In addition, the FY 2017 beginning balance represents a decrease of \$0.8 million, or 2.1 percent from the FY 2016 Revised Budget. This is due to higher expenditures relative to revenue for FY 2015 and FY 2016 which resulted in lower ending balances in each year.

Revenue for the School Health and Flexible Benefits Fund is generated through employer, employee, and retiree contributions; interest income; rebates and subsidies; and FSA withholdings. Total revenue for this fund is \$387.1 million. This represents an increase of \$40.0 million, or 11.5 percent, over the FY 2016 Approved Budget. Total revenue for this fund for FY 2017 also represents an increase of \$23.3 million, or 6.4 percent, over the FY 2016 Revised Budget. This is a result of increases to contribution rates for both 2016 and 2017. Health plan premium rate changes are made on a calendar year basis and take effect on January 1 each plan year.

Expenditures and payments for FY 2017 are \$389.9 million. This represents a net increase of \$36.8 million, or 10.4 percent, over the FY 2016 Approved Budget. Total expenditures and payments also reflect a net increase of \$25.3 million,

Health plan premium rate changes are made on a calendar year basis and take effect on January 1 each plan year.

or 6.9 percent, over the FY 2016 Revised Budget. Expenditures and payments include, health benefits paid, premiums paid, the net change in claims incurred but not reported (IBNR), health and FSA administrative expenditures, and FSA reimbursements. The primary driver of the net increase over both the FY 2016 Approved and Revised Budgets is higher projected health benefit claims based on the actual trend for FY 2015 and FY 2016, funding for the transitional reinsurance fee of \$1.9 million, and funding to provide a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover.

Based on FY 2017 Approved Budget revenue and expenditure projections, the premium stabilization reserve is projected to be \$35.7 million at the end of the fiscal year, which is a decrease of \$2.4 million, or 6.4 percent, from the FY 2016 Approved Budget. This also represents a decrease of \$2.8 million, or 7.3 percent, from the FY 2016 Revised Budget. The change is primarily due to increases in projected health benefit claims for FY 2017.

Internal Service Funds

School Central Procurement Fund

School Central Procurement Fund Statement*

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1	\$ 332,650	\$ 361,100	\$ 310,989	\$ -	\$ -	\$ -
REVENUE:						
Sales to Schools/Departments	\$ 4,388,177	\$ 4,375,594	\$ 5,028,892	\$ -	\$ -	\$ -
Total Funds Available	\$ 4,720,827	\$ 4,736,694	\$ 5,339,881	\$ -	\$ -	\$ -
EXPENDITURES:						
Purchase for Resale	\$ 4,359,834	\$ 4,425,705	\$ 5,339,881	\$ -	\$ -	\$ -
Total Disbursements	\$ 4,359,834	\$ 4,425,705	\$ 5,339,881	\$ -	\$ -	\$ -
ENDING BALANCE, June 30	\$ 360,994	\$ 310,989	\$ -	\$ -	\$ -	\$ -

* Does not add due to rounding.

The School Central Procurement Fund closed at the end of FY 2015, and all remaining activities transferred to the School Operating Fund.

The School Central Procurement Fund was originally created to account for the purchase and distribution of a wide variety of instructional and custodial supplies for schools and departments. The use of volume purchasing has ensured better pricing through vendor discounts for large orders and ready availability of supplies for schools and offices across the division. The School Central Procurement Fund, an internal service fund, has been used to report the financial transactions where the warehouse provided goods and services to schools and departments on a cost reimbursement basis.

The introduction of new procurement options, such as procurement cards, online ordering through FCPS' financial and procurement system, FOCUS, and "just in time" vendor deliveries has diminished the need to stock as many items as was done in prior years. The associated decline in financial transactions has, therefore, minimized the benefits obtained from a stand-alone fund. Based on these factors, the School Central Procurement Fund closed at the end of FY 2015, and all remaining activities transferred to the School Operating Fund.

As this is an accounting change, it does not impact any other warehouse services such as pony mail delivery, surplus furniture collection and disposal, and acquisition and distribution of chairs and tables. These activities will continue to be provided through the warehouse and funded through the School Operating Fund.

Trust Funds account for resources that are held by FCPS for the benefit of outside parties. FCPS has two trust funds: Educational Employees' Supplementary Retirement System of Fairfax County and School Other Post-Employment Benefits.

Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) Fund

Educational Employees' Supplementary Retirement System of Fairfax County Fund Statement*						
	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
BEGINNING BALANCE, July 1	\$ 1,827,750,696	\$ 1,956,759,182	\$ 2,204,909,399	\$ 2,364,872,501	\$ 2,179,692,115	\$ 2,341,060,045
REVENUE:						
Contributions	\$ 106,205,999	\$ 114,247,639	\$ 114,312,376	\$ 116,194,107	\$ 115,541,552	\$ 117,847,133
Investment Income	201,782,933	316,653,219	45,501,905	266,450,000	244,150,000	264,850,000
Total Revenue	\$ 307,988,932	\$ 430,900,858	\$ 159,814,281	\$ 382,644,107	\$ 359,691,552	\$ 382,697,133
Total Funds Available	\$ 2,135,739,627	\$ 2,387,660,040	\$ 2,364,723,680	\$ 2,747,516,608	\$ 2,539,383,667	\$ 2,723,757,178
EXPENDITURES	\$ 178,980,445	\$ 182,750,641	\$ 185,031,565	\$ 207,876,796	\$ 198,323,622	\$ 208,671,625
ENDING BALANCE, June 30	\$ 1,956,759,182	\$ 2,204,909,399	\$ 2,179,692,115	\$ 2,539,639,812	\$ 2,341,060,045	\$ 2,515,085,553
Less:						
Undelivered Orders	\$ 188	\$ 423	\$ 3,166	\$ -	\$ -	\$ -
AVAILABLE BALANCE, June 30	1,956,758,995	2,204,908,976	2,179,688,949	2,539,639,812	2,341,060,045	2,515,085,553

* Does not add due to rounding.

The Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) was established on July 1, 1973. ERFC administers a defined benefit plan qualified under section 401(a) of the Internal Revenue Code, which provides its members retirement benefits supplementary to the benefits its members receive from the Social Security Administration and the Virginia Retirement System (VRS). Most full-time, monthly paid FCPS employees participate in an ERFC retirement plan including teachers, administrators, and support staff. ERFC is funded by contributions from employee members, who contribute 3.0 percent of their salary, as well as FCPS, which contributes 5.6 percent of the employees' salary on their behalf. ERFC holds all contributions in trust and supervises the investment and disbursement of the Trust's assets. ERFC serves over 21,000 active employees as well as over 10,000 retirees.

As long as FCPS offers this defined benefit plan to its employees, most aspects of the ERFC program are mandatory. Financial accounting, disbursement of payroll, audit compliance, actuarial reporting, investment administration, legal support, documentation of membership files, and all associated system support for those functions are necessary to maintain the fund and meet all regulatory requirements.

Counseling and other membership services, such as call center support, are also provided to help members understand their retirement options with both the VRS and ERFC so that they can navigate the plan while making appropriate choices for retirement. Not having these services would make it very difficult for members to transition to retirement and to get the information they need for informed choices that are required at the time of retirement, which would devalue the retirement benefit immensely.

ERFC is governed by a seven member Board of Trustees, which administers the retirement program according to the requirements of the Plan Document, the enabling ordinance, which is codified in Article 4, Section 3 of the Fairfax County

The Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) was established in 1973 to serve all full-time, monthly paid instructional and noninstructional personnel.

Trust Funds

In accordance with the ERFC funding policy, the employer contribution is set for two year periods based on the actuarial valuation completed at the end of odd numbered years.

Code, and other governing law. The Fairfax County School Board appoints three members to the ERFC Board, and three trustees are elected by the System's active membership. These six ERFC trustees then refer and recommend a seventh candidate for approval by the School Board as the final ERFC Board member.

In accordance with the enabling ordinance, the ERFC Board of Trustees employs an Executive Director/Chief Investment Officer (CIO) to administer the system. The Executive Director/CIO is charged with the administrative oversight of the program and staffing. The ERFC Trust Fund bears all expenses incurred for the system's staffing, plan administration, and operational support. There are 30.3 positions funded by ERFC, of which, 28.0 are under the direct oversight of ERFC. Human resources and accounting responsibilities, provided by FCPS, account for the remaining 2.3 positions funded by ERFC. The executive director/CIO provides no direct supervision over these positions.

Over 91 percent of ERFC's budget is for retirement benefit payments; these payments are promised to the membership as part of the plan. Investment expenses account for 6.7 percent of the budget. ERFC utilizes the services of professional investment managers and consultants to build and maintain an investment portfolio that emphasizes long-term return at an acceptable level of risk. ERFC's goal is to earn 7.25 percent over the long term on its investments. Administrative expenses represent 2.2 percent of the budget, primarily for the positions mentioned above.

For valuation purposes, the actuaries assume an investment return of 7.25 percent. As of March 31, 2016, the ERFC's one-year rate of return on investments was negative 2.4 percent, as compared to the one-year benchmark rate of negative 1.3 percent and other similarly sized plans (funds in excess of \$1.0 billion), which averaged a negative 0.9 percent return. As of March 31, 2016, ERFC's three-year rate of return was 4.6 percent, as compared to the benchmark rate of 4.5 percent and that of similarly sized plans, which averaged 6.1 percent. ERFC's five- and ten-year results of 5.6 percent and 5.2 percent, respectively, outperformed the benchmark, but not the return of similarly sized plans. The one-, three-, five-, and ten-year returns are summarized below.

Returns as of March 31, 2016				
Description	1 Year	3 Year	5 Year	10 Year
ERFC	-2.4%	4.6%	5.6%	5.2%
Benchmark *	-1.3%	4.5%	5.4%	4.9%
Other Public Funds	-0.9%	6.1%	6.6%	5.4%

Source: New England Pension Consultants Large Funds Universe (Funds in excess of \$1 billion).

* Diversified Benchmark: 15.5% Russell 1000, 6.0% Russell 2000, 14.0% MSCI ACWI Ex-US, 3.75% FTSE EPRA NAREIT, 3.75% NCREIF, 18.0% BC Aggregate, 4.0% BC Credit, 4.0% BC Long Credit, 7.5% MSCI World, 7.5% Citi World Govt Bond, 8.0% HFRI FoF, 2.0% Cambridge PE, 3.0% MSCI Emerging Markets, 3.0% JPM GBI EM.

Educational Employees' Supplementary Retirement System of Fairfax County (as of December 31, 2015)	
Membership	Number
Actives	21,585
Retirees and Beneficiaries	10,937
Deferred Vested	4,101
Total	36,623
FY 2016 Employer Contribution Rate	5.60%
Assets/Liabilities	(\$ in billions)
Actuarial Liabilities	\$2.88
Actuarial Assets	\$2.19
Market Value of Assets	\$2.06
Actuarial Assets as a Percent of Market Value	106.0%
Unfunded Actuarial Accrued Liability	\$0.69
Key Assumptions	
Investment Rate of Return	7.25%
Projected Salary Increases	3.25% - 7.55%
Cost of Living Adjustment	3.0%
Inflation	3.25%
Funding Ratio	76.0%

Accounting Basis

The ERFC Fund is a pension trust fund and follows the accrual basis of accounting. Under this method, revenues are recognized when earned and expenses are recognized when incurred.

Educational Employees' Supplementary Retirement System of Fairfax County*							
(\$ in millions)							
	FY 2016		FY 2017	Change		Change	
	Approved	Revised	Approved	Approved to Approved	Percent	Revised to Approved	Percent
	Amount	Amount	Amount	Amount	Percent	Amount	Percent
Budget	\$ 207.9	\$ 198.3	\$ 208.7	\$ 0.8	0.4%	\$ 10.3	5.2%
Positions	30.3	30.3	30.3	-	0.0%	-	0.0%

* Does not add due to rounding.

Explanation of Significant Fund Changes

The FY 2017 budget for the ERFC Fund is \$208.7 million, which represents a \$0.8 million, or 0.4 percent, increase over the FY 2016 Approved Budget. In addition, the budget represents a \$10.3 million, or 5.2 percent increase, over the FY 2016 Revised Budget.

Total projected revenue for this fund is \$382.7 million. This represents a net increase of \$53,026 over the FY 2016 Approved Budget due to higher contributions of \$1.7 million offset by lower projected invest income of \$1.6 million. Total revenue for this fund for FY 2017 also represents an increase of \$23.0 million, or 6.4 percent, over the FY 2016 Revised Budget. The change is mainly due to higher projected investment income, and increases in the FY 2017 salary base result in higher projected ERFC contribution revenue. The FY 2017 ERFC employer and employee contribution rates of 5.6 percent and 3.0 percent, respectively, are unchanged from FY 2016.

FY 2017 ERFC Revenue*	
(\$ in millions)	
• Employer's Contribution	\$76.7
• Employees' Contribution	41.0
• Employee Buy-Ins	0.2
• Security Lending Income	0.2
• Investment Earnings	264.7
Total	\$382.7

*Does not add due to rounding.

Trust Funds

The FY 2017 Approved Budget for administrative costs of \$4.5 million includes funding to provide a step increase for eligible employees and a 1.0 percent MSA for all employees, rate increases for retirement and health, and an adjustment for employee turnover.

Total expenditures for this fund for FY 2017 are \$208.7 million. This represents an increase of \$0.8 million, or 0.4 percent, over the FY 2016 Approved Budget. Total expenditures for this fund for FY 2017 also represent an increase of \$10.3 million, or 5.2 percent, over the FY 2016 Revised Budget. The major expense components are: retiree payments and refunds of \$190.1 million; investment services of \$14.0 million; and administrative costs \$4.5 million. FY 2017 expenditure increases over the FY 2016 Approved Budget are due to higher retiree payments and refunds of \$0.4 million, investment expenses of \$0.3 million, and administrative costs of \$45,323. The change over the FY 2016 Revised Budget is due to higher retiree payments and refunds of \$9.9 million, investment expenses of \$0.4 million, and administrative costs of \$38,780. The rising retiree population and compensation adjustments for retirees drive increases in retiree payments. Investment services costs are determined based on average net assets, which are projected to be \$2.5 billion for the FY 2017 Approved Budget.

The FY 2017 Approved Budget for administrative costs of \$4.5 million includes funding to provide a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. The total number of positions supporting ERFC remains at 30.3.

ERFC presents an annual report to the School Board each year, and the most recent report is available at <http://www.fcps.edu/erfc/docs/publications/CAFR.pdf>.

School Other Post-Employment Benefits (OPEB) Trust Fund

School OPEB Trust Fund Statement*							
	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	
BEGINNING BALANCE, July 1	\$ 49,648,958	\$ 64,924,690	\$ 83,877,338	\$ 99,789,843	\$ 95,899,763	\$ 103,209,263	
REVENUE:							
Employer Contributions	\$ 34,471,108	\$ 25,524,938	\$ 26,097,000	\$ 21,689,000	\$ 21,689,000	\$ 22,404,000	
Net Investment Income	5,320,385	9,001,953	2,100,836	6,927,149	2,400,000	5,142,013	
Total Revenue	\$ 39,791,493	\$ 34,526,891	\$ 28,197,836	\$ 28,616,149	\$ 24,089,000	\$ 27,546,013	
Total Funds Available	\$ 89,440,451	\$ 99,451,581	\$ 112,075,175	\$ 128,405,992	\$ 119,988,763	\$ 130,755,276	
EXPENDITURES:							
Benefits Paid	\$ 24,471,108	\$ 15,524,938	\$ 16,097,000	\$ 16,689,000	\$ 16,689,000	\$ 17,404,000	
Administrative Expenses	44,653	49,305	78,412	70,500	90,500	90,500	
Total Expenditures	\$ 24,515,761	\$ 15,574,243	\$ 16,175,412	\$ 16,759,500	\$ 16,779,500	\$ 17,494,500	
ENDING BALANCE, June 30	\$ 64,924,690	\$ 83,877,338	\$ 95,899,763	\$ 111,646,492	\$ 103,209,263	\$ 113,260,776	

* Does not add due to rounding.

The School Other Post-Employment Benefits (OPEB) Trust Fund was established in FY 2008 as a result of the implementation of Governmental Accounting Standards Board (GASB) statement 45 guidelines for other (nonpension) post-employment benefits. This standard addresses how the school system should account for and report costs related to post-employment health care and other nonpension benefits. In an effort to reduce unfunded actuarial accrued liabilities, the School OPEB Trust Fund was created as a mechanism to accumulate and invest assets to help meet future requirements.

FCPS retirees participate in medical plans at the group premium rates (FCPS uses a blended rate for both active and retired employees), which provides retirees with an implicit subsidy because on an actuarial basis, retiree claims are expected to result in higher costs on average as compared to active employees. By allowing retirees to participate at the group rate, FCPS incurs an implicit subsidy expense. Implicit subsidy expenditure estimates are determined as part of the actuarial valuation process performed by FCPS' external actuaries. FCPS also pays an explicit subsidy, a flat dollar medical subsidy, to retirees age 55 years or older in amounts ranging from \$15 to \$175 per month. Retirees on approved disability retirement are also eligible for the explicit subsidy. The flat monthly amount that a retiree receives depends on the retirement plan in which the retiree participates, the retiree's age, and years of service. Retirees that participate in the Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) receive a \$100 per month medical subsidy. Retirees that participate in the Fairfax County Employees' Retirement System (FCERS) receive explicit subsidies ranging from \$15 to \$175 based on retiree age and years of service.

School OPEB Trust Fund expenditures also include anticipated basic life insurance costs for retirees who participate in the FCERS plan and meet eligibility requirements to continue life insurance coverage after retirement. Retirees participating in the Virginia Retirement System (VRS) and ERFC plans also receive life insurance coverage. However, the life insurance costs for these retirees are a liability of the VRS; accordingly, these costs are not included in projections for the School OPEB Trust Fund. Administrative expenses account for approximately 0.5 percent of projected School OPEB Trust Fund expenditures.

In an effort to reduce unfunded actuarial accrued liabilities, the School OPEB Trust Fund was created as a mechanism to accumulate and invest assets to help meet future requirements.

Trust Funds

When determining the ARC, independent, external actuaries take into account the effect of changes to baseline claims and premium assumptions; the effect of trend assumption changes; and the effect of demographic assumption changes, which are updated to reflect the most current experience.

FCPS' projected annual required contribution (ARC) is \$18.2 million. When determining the ARC, independent, external actuaries take into account the effect of changes to baseline claims and premium assumptions; the effect of trend assumption changes; and the effect of demographic assumption changes, which are updated to reflect the most current experience. The ARC requirement will be updated after the next School OPEB Trust Fund actuarial valuation; however, FCPS anticipates that projected FY 2017 contributions totaling \$22.4 million will fully meet the ARC. FCPS' funding policy is to ensure that employer contributions are sufficient to fully fund the ARC each year. Assets of the School OPEB Trust Fund are invested in the Virginia Pooled OPEB Trust Fund administered by the Virginia Local Government Financial Corporation.

Accounting Basis

The School OPEB Trust Fund follows the accrual basis of accounting. Under this method, revenues are recognized when earned and expenses are recognized when incurred.

School OPEB Trust Fund (\$ in millions)								
				Change		Change		
	FY 2016	FY 2016	FY 2017	Approved to	Approved	Revised to	Approved	
	Approved	Revised	Approved	Amount	Percent	Amount	Percent	
Budget	\$ 16.8	\$ 16.8	\$ 17.5	\$ 0.7	4.4%	\$ 0.7	4.3%	
Positions	0.0	0.0	0.0	-	0.0%	-	0.0%	

Explanation of Significant Fund and Position Changes

FY 2017 projected revenue for the OPEB trust fund is \$27.5 million and includes employer contributions totaling \$22.4 million and projected net investment income of \$5.1 million. This represents a net decrease of \$1.1 million, or 3.7 percent, from the FY 2016 Approved Budget due to higher employer contributions of \$0.7 million offset by lower net investment income of \$1.8 million. Total revenue for this fund also represents an increase of \$3.5 million, or 14.4 percent over the FY 2016 Revised Budget. This change is a result of higher employer contributions of \$0.7 million and an increase in net investment income of \$2.7 million.

Total projected expenditures for this fund for FY 2017 are \$17.5 million. This represents an increase of \$0.7 million, or 4.4 percent, over the FY 2016 Approved Budget. Total expenditures for this fund for FY 2017 also represent an increase of \$0.7 million, or 4.3 percent, over the FY 2016 Revised Budget. The change is primarily due to higher projected benefits paid. Projected benefits paid in FY 2017 are \$17.4 million and is comprised of \$7.3 million in implicit subsidy expense and \$10.1 million in explicit subsidy expense. Projected FY 2017 administrative expenditures total \$90,500, which will fund the cost of actuarial services, investment services, and custodial management fees. Projected FY 2017 administrative expenditures are \$20,000, or 28.4 percent, higher than the FY 2016 Approved Budget due to higher projected investment services costs based on actual historical expenditures. There is no change for FY 2017 administrative expenses from the FY 2016 Revised Budget.

Informational



Click on the items below to be directed to the appropriate page

Benchmarks

Financial Forecasts

Trends

Enrollment

Staffing

School Operating Fund Authorized Positions

Cost Per Pupil

Cost Per Service

Special Education Services

Student Achievement

FY 2012 - FY 2017							
	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
Enrollment							
General	163,140	166,240	168,600	170,222	172,546	169,913	170,611
Special Ed Level 2 and Preschool	14,778	15,019	15,295	15,692	15,999	16,066	16,231
Subtotal	177,918	181,259	183,895	185,914	188,545	185,979	186,842
Students Served at Adult HS/Outside FCPS ¹							939
Total							187,781
ESOL Enrollment ²	31,406	31,532	31,204	31,104	31,989	31,120	32,398
Percent of Total Enrollment	17.7%	17.4%	17.0%	16.7%	17.0%	16.7%	17.3%
Special Ed Unduplicated Count	24,807	25,114	25,358	25,490	25,662	25,740	25,995
Percent of Total Enrollment	13.9%	13.9%	13.8%	13.7%	13.6%	13.8%	13.9%
Students Eligible for Free or Reduced-Price Meals	46,117	47,874	50,629	51,968	53,170	50,679	52,129
Percent of Total Enrollment	25.9%	26.4%	27.5%	28.0%	28.2%	27.2%	27.9%
Total Special Education Services	43,798	44,409	44,673	45,063	45,292	45,471	45,564
Number of Schools and Centers	194	196	196	196	196	196	198
New Schools	0	2	0	0	0	0	2
School Operating Fund Positions	22,780.1	23,470.6	23,843.3	23,443.7	23,868.8	23,827.1	23,938.3
School-Based Positions	21,169.6	21,850.7	22,175.4	21,853.8	22,276.9	22,235.2	22,346.3
Nonschool-Based Positions	1,610.5	1,619.9	1,667.9	1,589.9	1,591.9	1,591.9	1,591.9
Percent School-Based	92.9%	93.1%	93.0%	93.2%	93.3%	93.3%	93.3%
Percent Nonschool-Based	7.1%	6.9%	7.0%	6.8%	6.7%	6.7%	6.7%
Market Scale Adjustment	1.00%	1.25%	2.00% ³	0.00%	0.62%	0.62%	1.00% ⁴
Beginning Teacher Salary	\$44,440	\$45,161	\$46,756	\$46,756	\$47,046	\$47,046	\$47,516
Average Teacher Salary	\$63,314	\$65,371	\$66,734	\$66,734	\$67,148	\$67,148	\$72,270 ⁵
Top of Scale Teacher Salary	\$93,015	\$96,039	\$100,898	\$100,898	\$101,524	\$101,524	\$103,854
WABE Cost Per Pupil	\$12,820	\$13,564	\$13,472	\$13,519	\$13,718	\$13,718	\$14,432
Number of Buses	1,588	1,541	1,586	1,625	1,610	1,610	1,610
Average Age	9.2	9.9	10.5	9.7	8.7	8.3	7.3
School Operating Fund							
Total Disbursements (\$ in millions)	\$2,214.5	\$2,385.6	\$2,440.2	\$2,466.3	\$2,551.6	\$2,631.4	\$2,661.9
Source of SOF Revenue (\$ in millions)							
County \$	\$1,610.8	\$1,683.3	\$1,717.0	\$1,768.5	\$1,825.2	\$1,825.2	\$1,913.5
County %	65.1%	64.8%	66.1%	67.7%	71.2%	68.3%	71.6%
State \$	\$478.4	\$549.9	\$558.9	\$580.5	\$588.1	\$587.0	\$610.5
State %	19.3%	21.2%	21.5%	22.2%	22.9%	22.0%	22.8%
Federal \$	\$64.4	\$42.9	\$44.7	\$41.8	\$42.2	\$50.5	\$42.2
Federal %	2.6%	1.6%	1.7%	1.6%	1.6%	1.9%	1.6%
Beginning Balance \$ ⁶	\$148.7	\$138.5	\$139.6	\$122.9	\$27.8	\$96.6	\$33.1
Beginning Balance %	6.0%	5.3%	5.4%	4.7%	1.1%	3.6%	1.2%
City of Fairfax \$	\$38.0	\$43.5	\$42.0	\$42.4	\$42.9	\$44.0	\$44.7
City of Fairfax %	1.5%	1.7%	1.6%	1.6%	1.7%	1.6%	1.7%
Other \$	\$21.3	\$20.8	\$21.0	\$22.5	\$20.0	\$20.0	\$20.8
Other %	0.9%	0.8%	0.8%	0.9%	0.8%	0.7%	0.8%
Reserves \$	\$112.0	\$120.5	\$74.3	\$34.3	\$18.2	\$50.1	\$8.9 ⁷
Reserves %	4.5%	4.6%	2.9%	1.3%	0.7%	1.9%	0.3%
Total \$	\$2,473.5	\$2,599.6	\$2,597.5	\$2,613.0	\$2,564.5	\$2,673.4	\$2,673.6
Total %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

¹ Students served in Adult High School and outside of FCPS will be reflected beginning in FY 2017.

² Restated to include students in kindergarten.

³ FY 2014 salaries include the 2% MSA effective January 1, 2014.

⁴ Additional funding totaling \$40.0 million was added as an initial investment to enhance the teacher salary scales.

⁵ FY 2017 is MA Step 12, 194 day.

⁶ Beginning Balance includes carry forward of commitments and outstanding encumbered obligations in the actual amounts.

⁷ FY 2017 approved reserves reflect the \$8.9 million textbook reserve.

Financial Forecasts

School Operating Fund Forecast

The fiscal forecast for FY 2018 through FY 2022 is based on the FY 2017 Approved Budget. Given the assumptions in revenue, expenditure, and reserve utilization discussed throughout this section, the potential shortfall in FY 2018 will be as high as \$124.6 million assuming no increase in the County transfer. State law requires FCPS to operate within a balanced budget. As FCPS does not have taxing authority, and without additional revenue, the School Board must reduce expenditures to eliminate any projected shortfall, while making every effort to minimize the impact of budget reductions on instruction. To meet the projected expenditures for FY 2018, the County transfer would need to increase by 6.5 percent. The shortfall shown in each forecast year assumes that the prior year's budget is balanced.

School Operating Fund Forecast Summary*

(\$ in millions)

Type	Category	FY 2017	Change from prior year				
		Approved	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
County	County Transfer	\$1,913.5	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
State	Sales Tax	192.4	5.8	5.9	6.1	6.3	6.5
	State Aid	418.1	18.8	13.1	4.5	13.6	4.7
Federal	Federal Aid	42.2	0.0	0.0	0.0	0.0	0.0
Other	Other	65.4	1.3	1.3	1.4	1.4	1.4
One-time	Beginning Balance	33.1	(10.6)	(5.6)	(5.6)	(5.6)	(5.6)
	Transportation Radios and Staffing	0.0	0.0	0.0	0.0	0.0	0.0
	Textbook Replacement Reserve	8.9	2.8	(5.0)	(6.7)	0.0	2.8
Funds Available		\$2,673.6	\$18.1	\$9.8	(\$0.3)	\$15.7	\$9.8
Compensation	Salaries	\$1,650.4	\$64.4	\$65.7	\$67.3	\$44.8	\$45.9
	Retirement & Retiree Health	350.5	59.5	16.1	16.5	10.9	11.2
	Other Post-Employment Benefits	5.0	0.0	0.0	0.0	0.0	0.0
	Social Security	125.9	5.1	5.0	5.1	3.4	3.5
	Health & Other	246.3	7.5	12.6	13.2	13.8	14.5
Logistics	Materials & Supplies	86.2	7.8	20.9	(22.4)	(6.4)	0.0
	Utilities	47.9	0.0	0.0	0.0	0.0	0.0
	Operating Expenditures	2.5	0.0	0.0	0.0	0.0	0.0
	Privatized Services	63.0	0.0	0.0	0.0	0.0	0.0
	County Services (fuel, parts, etc)	31.2	0.0	0.0	0.0	0.0	0.0
	Replacement Equipment	19.4	1.0	0.0	0.0	0.0	0.0
	Contract/Building Lease Increases	0.0	2.0	2.0	2.0	2.0	2.0
Transfers and Other Funds	Transfers and Other Funds	33.6	0.4	1.0	0.9	(0.2)	0.6
Textbook Replacement Reserve	Textbook Replacement Reserve	11.7	(5.0)	(6.7)	0.0	2.8	2.8
Funds Required		\$2,673.6	\$142.6	\$116.8	\$82.8	\$71.1	\$80.5
Surplus/(Deficit) Assuming Prior Year Balanced			(\$124.6)	(\$107.0)	(\$83.1)	(\$55.4)	(\$70.7)
Change in County Transfer to Balance			6.5%	5.6%	4.3%	2.9%	3.7%

*Does not include new resource requests.

In light of the magnitude of the fiscal challenges expected in FY 2018 and beyond, FCPS will continue to gather staff and community input to ensure that program and service priorities will sustain a high quality educational environment, while meeting the School Board's student achievement goals, community expectations, and federal and state mandates. FCPS is in the process of developing an implementation plan for its long-term Strategic Plan, *Ignite*. The implementation will identify the overarching strategies, desired outcomes, actions, tasks, and metrics. The funding impact of the strategies will be determined as part of the final implementation plan. In anticipation of a significant budget deficit in FY 2018 (2017-18 school year). FCPS is taking proactive steps to examine the options available to the school system during the next budget year.

Funds Available Assumptions

County Transfer

No increase or decrease in the County General Fund Transfer is shown for FY 2018 - FY 2022. The county increased the FY 2017 transfer for the School Operating Fund from its original guidance of a 3.0 percent increase to 4.8 percent. This increase was made possible by a four cent real estate tax rate increase included in the County's FY 2017 Adopted Budget. The County Board of Supervisors recognizes that real estate tax rate increases such as the one provided in FY 2017 are not sustainable and asks that the Boards balance affordability with their lists of priorities. The bottom of the fiscal forecast shows the percentage increase in the county transfer that would be necessary to balance the budget based on other revenue and expenditure assumptions for FY 2018 to FY 2022.

Sales Tax

In the FY 2018 – FY 2022 forecast, a 3.0 percent increase is assumed annually in sales tax receipts. Fluctuating economic conditions will impact the amount of sales tax revenue generated.

State Aid

The state budget is developed on a biennial basis and FY 2018 is the second year of the State's 2016-2018 Biennial Budget. The forecast assumes that state aid for FY 2018 will increase by 4.5 percent as the result of technical policy updates that take effect in the second year of the State's 2016-2018 Biennial Budget. For example, the state's projections for FY 2018 include funding for a limited-term compensation supplement and a Supplemental Lottery Per-Pupil Allocation (PPA) that are increases above similar incentive and supplemental funding provided for FY 2017. The forecast then assumes an increase of 3.0 percent in FY 2019, an increase of 1.0 percent in FY 2020, an increase of 3.0 percent in FY 2021, and an increase of 1.0 percent in FY 2022.

Federal Aid

Federal aid is forecasted to remain level in FY 2018 through FY 2022.

Other Revenue

Other revenue, such as tuition to provide educational services to City of Fairfax students, tuition for students who reside outside of Fairfax County, proceeds from rebates, and revenue received from community use of school facilities is projected to increase 2.0 percent each year.

Beginning Balance

A beginning balance of \$22.2 million is projected for FY 2018 based on funding available at the FY 2016 Final Budget Review. The forecast assumes a decrease of \$5.6 million for each of the fiscal forecast years until the structural deficit is eliminated.

Textbook Replacement Reserve

A portion of funding previously allocated to schools via per pupil formulas is pooled centrally to allow for textbook replacement. Social studies textbooks will be renewed in FY 2018; and math, language arts, and science textbooks in FY 2020.

The state budget is developed on a biennial basis and FY 2018 is the second year of the State's 2016-2018 Biennial Budget.

Financial Forecasts

Each year of the forecast assumes an annual step increment for eligible employees.

Preliminary guidance from the County to FCPS included a 3.0 percent increase for FY 2017.

Expenditure and Reserve Assumptions

Base and Enrollment Growth

Based on the ongoing compensation study, the forecast assumes phasing in the new teacher salary scale over the first three years (FY 2018, 2019, and 2020) of the forecast. Also assumed is a new scale for school administrators in FY 2018. The compensation study found these changes necessary to bring teachers and administrators to market. Any employee not impacted by scale changes, or during years where there is no scale change, a 1.0 percent market scale adjustment is assumed (the compensation study for other salary scales is ongoing). Each year of the forecast assumes annual step increments for eligible employees and offsetting recurring turnover (base) savings. Finally, enrollment growth between 78 and 470 students is projected each year (averaging 224 students per year).

Retirement and VRS Retiree Health

The Virginia Retirement System (VRS) employer rate is projected to increase from 14.66 percent to 16.32 percent in FY 2018 and the VRS retiree health rate from 1.11 percent to 1.23 percent. No further VRS rate changes are assumed since FY 2018 rates are anticipated to be 100 percent of actuarial valuation. The employer rate for the Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) is projected to increase from 5.6 percent to 6.4 percent and the Fairfax County Employees' Retirement System (FCERS) rate is projected to increase from 22.9 percent to 26.14 percent. No rate changes are assumed in FY 2019-2022 for these systems. Fairfax County Public Schools employees generally participate in VRS and ERFC or FCERS. The combination of VRS and ERFC is intended to be comparable to FCERS. Rate changes beyond those assumed in the forecast will be dictated by future market conditions.

Other Post-Employment Benefits and Social Security

The contribution for other post-employment benefits (OPEB) is forecasted to remain level with FY 2017 at \$5.0 million per year in each of the forecasted years. The social security rate is also assumed to remain unchanged at 7.65 percent each year.

Health and Other

The cost of health insurance is projected to increase by 3.0 percent in FY 2018 and 5.0 percent in FY 2019 through FY 2022. VRS State Life Insurance and County Life insurance rates are projected to remain unchanged from FY 2017 rates.

Materials and Supplies

Included in this category of expenses are student textbooks, and the planned replacement of textbooks which is the leading cause of the changes year over year in the financial forecast. Specifically, the forecast assumes an increase of \$7.8 million in FY 2018 as a result of the purchase of social studies textbooks. In FY 2019, renewal of math and language arts textbooks. In FY 2020 when science textbooks will be purchased. For the remaining two years of the forecast, FY 2021 and FY 2022, there is no renewal of new textbooks. This results in a decrease of \$6.4 million in FY 2021 as compared to the FY 2017 Approved Budget and no change in FY 2022.

Utilities

The forecast for utilities assumes no change in each of the five years.

Operating Expenditures

The forecast for operating expenditures, such as staff development and local travel, assumes no change in each of the five years.

Privatized Services

The forecast for privatized services, such as other professional services, assumes no change in each of the five years.

County Services

The five-year forecast assumes the cost for County Services (primarily fuel, parts, and labor) will remain constant.

Replacement Equipment

The forecast assumes an additional \$1.0 million will be required in FY 2018 to lease purchase bus replacement funding. For subsequent years the forecast assumes no increases.

Contract/Building Lease Increases

The forecast assumes an increase of \$2.0 million in each of the five years to cover required rate increases in contracts and building leases.

Transfers and Other

The forecast assumes continued transfers from the School Operating Fund to the School Construction Fund, Grants and Self-Supporting Fund, Adult and Community Education Fund, and the Consolidated Debt Fund. Projected changes are primarily due to increases for the Family and Early Childhood Education Program (FECEP) in each year of the forecast, and fluctuations in equipment cost transfer associated with new and renovated schools.

Textbook Replacement Reserve

Funding for centralized textbook replacement is included in the forecast with expenditures projected for renewal of social studies textbooks in FY 2018, math and language arts textbooks in FY 2019, and science textbooks in FY 2020.

Each year of the forecast assumes changing funding for bus replacement with the end goal being to have sufficient bus replacement funding to lease purchase \$2.5 million worth of buses each year.

Financial Forecasts

Construction Fund Forecast*						
reflects full year budget						
(\$ in millions)						
	FY 2017					
	Approved	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Beginning Balance, July 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue						
General Obligation Bonds	\$ 155.0	\$ 155.0	\$ 155.0	\$ 155.0	\$ 155.0	\$ 155.0
City of Fairfax	0.0	0.0	0.0	0.0	0.0	0.0
TJHSST Tuition - Capital Costs	0.5	0.6	0.6	0.6	0.6	0.6
Miscellaneous Revenue	0.0	0.0	0.0	0.0	0.0	0.0
PTA/PTO Donations	0.2	0.2	0.2	0.2	0.2	0.2
Other Donations	0.1	0.1	0.1	0.1	0.1	0.1
Total Revenue	\$ 155.8	\$ 155.9	\$ 155.9	\$ 155.9	\$ 155.9	\$ 155.9
Authorized But Unissued Bond Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfers In						
Building Maintenance	\$ 6.4	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0
Classroom Equipment		(0.1)	0.5	0.4	(0.8)	-
Facility Modifications	0.6	0.6	0.6	0.6	0.6	0.6
Schools' Infrastructure Sinking Fund	13.1	13.1	13.1	13.1	13.1	13.1
Total Transfers In	\$ 20.1	\$ 23.6	\$ 24.2	\$ 24.1	\$ 22.9	\$ 23.7
Total Funds Available	\$ 176.0	\$ 179.5	\$ 180.1	\$ 180.0	\$ 178.9	\$ 179.6
Expenditures and Commitments						
Expenditures	\$ 176.0	\$ 179.5	\$ 180.1	\$ 180.0	\$ 178.9	\$ 179.6
Additional Contractual Commitments	-	-	-	-	-	-
Total Disbursements	\$ 176.0	\$ 179.5	\$ 180.1	\$ 180.0	\$ 178.9	\$ 179.6
Ending Balance, June 30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

*Does not add due to rounding.

Construction Fund Forecast

Revenue Assumptions

The fiscal forecast assumes the County government will provide \$155.0 million in bond sale proceeds in FY 2018 and future fiscal years to support construction requirements. This will require a successful bond referendum initiative at approximately two-year intervals. During FY 2006, the School Board declared as surplus and transferred 12 properties to the Board of Supervisors of Fairfax County in return for an annual increase of \$25.0 million in capital bond funding for each of the next six years beginning in FY 2007. At a regular meeting of the Board of Supervisors of Fairfax County held on April 24, 2012 the Board approved, as part of the County's Budget Guidance for FY 2013 and FY 2014, a permanent increase in FCPS bond sales proceeds from \$130.0 million to \$155.0 million. This represents two thirds of planned General Obligation bond sales for County and School purposes.

This forecast assumes increases in Thomas Jefferson High School for Science and Technology (TJHSST) tuition funding for capital costs of the school's renovation. FCPS began billing other participating divisions for capital costs in FY 2015 for the incoming class and any other new students only, while returning students were excluded. By FY 2018, there will be no exclusions. The increases are due to more students included in the capital cost billing.

Small amounts of revenue are received from Parent Teacher Associations and the City of Fairfax for various minor projects in the schools, such as installing electrical outlets, reconfiguring a classroom, or improving a playground.

Transfers In

The School Operating Fund supports nonbond-funded projects primarily involving maintenance requirements. In the forecast years, funding of \$10.6 million annually is estimated for building maintenance and facility modification projects, such as:

- Bleacher repair
- Painting of schools
- Heating, ventilation, and air conditioning (HVAC) maintenance
- Carpet replacement
- Parking lot repair

Also in the forecast, based on the Capital Improvement Program (CIP), amounts ranging from (\$0.8) to \$0.5 million per year are projected for the one-third shared cost of equipping new, renewed, or expanded schools. The remaining two-thirds of the cost are eligible for bond funding and meet the requirement of having an estimated useful life of 20 years or more.

The Infrastructure Financing Committee (IFC), a joint School Board/County Board Committee, was established in April 2013, as a working group to collaborate and review both the County and CIP and capital requirements. The Committee was initiated as a result of Chairman Bulova's consideration of the School Board's request for an additional \$25.0 million per year in capital funding for FCPS and long standing County infrastructure needs. The IFC recommended that the County increase the transfer to the School Construction Fund by \$13.1 million per year, beginning in FY 2016. Such funds would be placed in an account within the School Construction Fund established as the Schools' Capital Sinking Fund. The funds will be used for Infrastructure Replacement and Upgrades, previously funded via bonds.

Expenditure Assumptions

Under the assumption that bond sales proceeds will remain at the FY 2017 level of \$155.0 million, there are no changes projected for the forecast period. This cash flow assumes that revenue will meet both compensation and planned construction expenditures. Compensation costs for the 87.3 positions, funded by bond sales proceeds, are projected to increase from \$10.6 million in FY 2017 to \$12.2 million by FY 2022. This reflects a change from 6.8 percent of bond sales proceeds in FY 2017 to 7.9 percent of bond sales proceeds by FY 2022.

Challenges arise in limiting bond expenditures to \$155.0 million per year set by the County's cash-flow guidance while meeting increasing demand for school capacity, the demand to renovate school facilities, and the demand to fund special program facilities. FCPS has a prioritized list of construction projects identified in the five year CIP that exceed this projected funding level; therefore, each year only the highest priority projects can be accomplished.

In the next several years, Fairfax County residents and their elected leadership will be faced with a major challenge to close this capital gap while minimizing the hardships imposed on students, parents, businesses, and taxpayers. The challenge will also be to sustain the qualities and values that make Fairfax County a quality place in which to live and work.

The fiscal forecast assumes the County government will provide \$155.0 million in bond sale proceeds in FY 2017 and future fiscal years to support construction requirements.

Financial Forecasts

Bond Amortization Schedule³

Bond	Original Issue Amount	Principal Outstanding as of 6/30/2016	Interest Outstanding as of 6/30/2016	Principal Due FY 2017	Interest Due FY 2017	Total Payment Due FY 2017	Principal Outstanding as of 6/30/2017	Interest Outstanding as of 6/30/2017
G.O. Bonds								
2008A	\$ 135,320,000	\$ 20,295,000	\$ 4,363,425	\$ 6,765,000	\$ 955,556	\$ 7,720,556	\$ 13,530,000	\$ 3,407,869
2009A	150,510,000	45,150,000	11,626,125	7,525,000	2,012,938	9,537,938	37,625,000	9,613,188
2009C	83,273,000	60,979,900	4,749,702	19,242,500	2,567,933	21,810,433	41,737,400	2,181,770
2009E	138,499,500	129,266,700	44,008,103	9,233,300	5,770,827	15,004,127	120,033,400	38,237,276
2011A	123,515,000	68,530,000	25,589,725	6,230,000	3,255,175	9,485,175	62,300,000	22,334,550
2012A	140,470,000	108,868,800	31,812,364	7,025,000	4,003,652	11,028,652	101,843,800	27,808,712
2012B Refunding	117,590,900	113,074,500	29,858,869	-	5,398,127	5,398,127	113,074,500	24,460,741
2013A	127,800,000	89,460,000	38,020,500	6,390,000	4,313,250	10,703,250	83,070,000	33,707,250
2013B Refunding	73,610,700	64,019,300	12,159,656	6,476,100	2,251,180	8,727,280	57,543,200	9,908,476
2014A	140,903,800	126,813,400	47,167,478	7,045,200	5,142,988	12,188,188	119,768,200	42,024,490
2014A Refunding	33,410,600	22,125,900	2,410,064	11,203,400	692,283	11,895,683	10,922,500	1,717,781
2014B Refunding	33,410,600	120,724,700	39,185,933	3,538,800	5,815,245	9,354,045	117,185,900	33,370,688
2015A	141,302,900	134,237,900	53,166,271	7,065,000	5,687,441	12,752,441	127,172,900	47,478,830
2015B Refunding	39,081,200	39,081,200	16,554,027	-	1,726,771	1,726,771	39,081,200	14,827,256
2015C Refunding	90,437,700	90,437,700	15,863,099	8,997,000	4,033,713	13,030,713	81,440,700	11,829,386
2016A				8,215,000	6,077,100	14,292,100		
G.O Bond Total		\$ 1,233,065,000	\$ 376,535,340	\$ 114,951,300	\$ 59,704,178	\$ 174,655,478	\$ 1,126,328,700	\$ 322,908,262
Revenue Bonds								
EDA 2012A Laurel Hill ¹	\$ 34,912,800	\$ 24,432,500	\$ 4,397,284	\$ 3,492,400	\$ 1,151,807	\$ 4,644,207	\$ 20,940,100	\$ 3,245,477
EDA 2014A Refdg - Sch Adm. Bldg ²	44,000,000	42,625,000	23,284,425	1,415,000	2,051,725	3,466,725	41,210,000	21,232,700
Revenue Bond Total		\$ 67,057,500	\$ 27,681,709	\$ 4,907,400	\$ 3,203,532	\$ 8,110,932	\$ 62,150,100	\$ 24,478,177
Total Schools Debt Service		\$ 1,300,122,500	\$ 404,217,049	\$ 119,858,700	\$ 62,907,710	\$ 182,766,410	\$ 1,188,478,800	\$ 347,386,439

¹Principal and interest will be paid by County Debt Service.

²Principal and interest will be paid from a transfer to the County Debt Service from FCPS School Operating Fund in connection with a capital lease.

³Chart Source: FY 2017 County Adopted Budget, Volume 2: Capital Construction and Other Operating Funds http://www.fairfaxcounty.gov/dmb/fy2017/adopted/budget_narratives.htm

Food and Nutrition Services Fund Forecast*							
reflects full year budget (\$ in millions)							
	FY 2017						
	Approved	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
Beginning Balance, July 1	\$ 9.0	\$ 13.2	\$ 12.5	\$ 11.8	\$ 11.2	\$ 10.6	
Revenue							
State Aid	\$ 1.2	\$ 1.2	\$ 1.2	\$ 1.2	\$ 1.2	\$ 1.2	
Federal Aid	36.1	36.7	37.4	38.1	38.8	39.5	
Food Sales	44.0	44.8	45.6	46.8	47.7	48.6	
Other Revenues	0.0	0.0	0.0	0.0	0.0	0.0	
Total Revenue	\$ 81.2	\$ 82.6	\$ 84.2	\$ 86.1	\$ 87.7	\$ 89.4	
Total Funds Available	\$ 90.2	\$ 95.8	\$ 96.8	\$ 97.9	\$ 98.9	\$ 99.9	
Expenditures	\$ 81.6	\$ 83.3	\$ 84.9	\$ 86.6	\$ 88.4	\$ 90.1	
Fund General Reserve	8.6	12.5	11.8	11.2	10.6	9.8	
Total Disbursements	\$ 90.2	\$ 95.8	\$ 96.8	\$ 97.9	\$ 98.9	\$ 99.9	
Ending Balance, June 30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Food and Nutrition Services Fund Forecast

Revenue Assumptions

State Aid

The five-year forecast assumes state aid is predicted to rise 1.6 percent in 2018 through 2022. The Commonwealth of Virginia currently reimburses FCPS 0.0475 cents per lunch meal served and a minimal reimbursement for breakfast based on the increase of breakfasts served in excess of the 2003-2004 level.

Federal Aid

The five-year forecast assumes the continuation of federal reimbursements and is estimated to increase ranging from 1.65 percent to 1.9 percent in the forecasted years based on participation in the free and reduced-price meals program. Federal aid is based on a combination of cash reimbursements and commodities. The reimbursement rate is determined annually by the federal government under the National School Lunch and Child Nutrition Acts. The current lunch subsidy is \$0.35 for students not eligible for free or reduced-priced meals, \$2.73 for students eligible for reduced-priced meals, \$3.13 for students eligible for free meals, and \$0.3125 in commodities. Anticipating that the challenging economic times continue and FCPS' free and reduced-price eligibility will stabilize at the current rate, federal aid will increase accordingly.

Food Sales

Food sales are predicted to increase from \$44.0 million in FY 2017 to \$48.6 million in FY 2022. This reflects an increase of 1.9 percent from FY 2018 to FY 2022 adjusting for slight increase in sale trends with the exception of FY 2020 when the meal price is anticipated to increase slightly since last increase in FY 2017.

Financial Forecasts

Other Revenue

Other revenue generated for the Food and Nutrition Services Fund (FNS) is comprised of interest earned on pooled cash and sale of used equipment. Other revenue is increased by 1.0 percent each year from FY 2018 through FY 2022.

Expenditure Assumptions

Overall expenditures are projected to increase 2.0 percent during the forecasted years primarily due to the following expenditure categories:

Labor

Estimated labor costs are projected to increase over the next five years. It is anticipated that an annual step increase for eligible employees will be received each year. Market scale adjustments are anticipated to be the same as forecasted in the School Operating Fund.

Benefits

Estimated benefit costs are projected to increase at an annual rate of 4.0 percent. Significant increases in retirement and health costs are anticipated due to increasing contribution rates.

Food and Supplies

Food and supplies are projected to increase 1.0 percent per year in FY 2018 through FY 2022 due to continued vendor increases. The main contributing factor to these cost increases is the rise in food prices.

Operating Expenses and Equipment Purchases

The FY 2018 through FY 2022 forecast assumes an annual inflationary increase of 1.0 percent. Kitchen equipment replacement continues to increase due to the age of various units.

Reserve

As a self-supporting fund, Food and Nutrition Services (FNS) maintains a reserve which fluctuates depending on a variety of factors including the amount of meals served, federal aid received, efficiencies within the program, and unanticipated program-related expenses. This reserve allows FNS to maintain affordable and consistent meal prices by mitigating the impact of expenditure and revenue fluctuations. The reserve will enable FNS to provide funding for equipment replacement; technology, training, and other improvements; compensation increases approved by the School Board; and meet emergency expenses. It is assumed that expenditures will grow faster than revenue resulting in a decreasing reserve over five years. Each year the unused portion of the reverse is reflected as beginning balance in the next fiscal year.

Grants and Self-Supporting Fund Forecast*							
reflects full year budget							
(\$ in millions)							
	FY 2017						
	Approved	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
BEGINNING BALANCE, July 1	\$ 2.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUE:							
State Aid	\$ 9.9	\$ 9.9	\$ 9.9	\$ 9.9	\$ 9.9	\$ 9.9	\$ 9.9
Federal Aid	31.0	31.3	31.6	32.0	32.3	32.6	32.6
Tuition	2.4	2.4	2.5	2.5	2.5	2.5	2.5
Industry, Foundation, Other	-	-	-	-	-	-	-
Grants Reserve	6.0	6.0	6.0	6.0	6.0	6.0	6.0
Total Revenue	\$ 49.3	\$ 49.7	\$ 50.0	\$ 50.3	\$ 50.7	\$ 51.0	
TRANSFERS IN:							
School Operating Fund (Grants)	\$ 9.5	\$ 10.0	\$ 10.5	\$ 11.0	\$ 11.5	\$ 12.0	\$ 12.0
School Operating Fund (Summer School)	8.8	8.8	8.8	8.8	8.8	8.8	8.8
Cable Communication Fund	3.6	3.7	3.8	3.8	3.9	4.0	4.0
Total Transfers In	\$ 21.9	\$ 22.4	\$ 23.0	\$ 23.6	\$ 24.2	\$ 24.7	
Total Revenue and Transfers	\$ 71.2	\$ 72.1	\$ 73.0	\$ 73.9	\$ 74.8	\$ 75.8	
Total Funds Available	\$ 73.7	\$ 72.1	\$ 73.0	\$ 73.9	\$ 74.8	\$ 75.8	
EXPENDITURES	\$ 73.7	\$ 72.1	\$ 73.0	\$ 73.9	\$ 74.8	\$ 75.8	
ENDING BALANCE, June 30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

*Does not add due to rounding.

Grants and Self-Supporting Fund Forecast

Revenue Assumptions

State Aid

State Aid is expected to remain level from FY 2018 through FY 2022.

Federal Aid

The five-year forecast, beginning in FY 2018, projects a slight increase of 1.0 percent in federal aid each year. Under the new Every Student Succeeds Act (ESSA), funding for Title I, Part A and Title III are expected to increase, but this will be offset by decreases for Title II, Part A funding.

Tuition

The five-year forecast assumes tuition for online campus and self-supporting summer school programs will remain at the FY 2017 level based on the slowing of growth in self-supporting program enrollment.

Transfers

The transfers from the School Operating Fund to the Grants and Self-Supporting Fund are expected to continue to increase by \$0.5 million each year to support the Family and Early Childhood Education Program (FECEP). The Cable Communication Fund (Fairfax County) transfer is expected to grow by 2.0 percent from FY 2018 through FY 2022. The Board of Supervisors provides flexibility in the use of the cable communications program funding, resulting in the transfer of a portion of this funding from the Cable Communication Fund to the School Operating Fund towards full-day kindergarten. The forecast assumes that \$0.6 million in cable communications funding will be redirected to the School Operating Fund annually from FY 2018 through 2022.

Financial Forecasts

Expenditure Assumptions

Since all of the programs and activities are self-supporting or grant funded, expenditures are projected to be adjusted to match total revenue. Based on required compensation adjustments, the allocation of positions and other expenditures will be adjusted as needed.

Adult and Community Education Fund Forecast*							
reflects full year budget							
(\$ in millions)							
	FY 2017						
	Approved	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
BEGINNING BALANCE, July 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
REVENUE:							
State Aid	\$ 0.7	\$ 0.8	\$ 0.8	\$ 0.8	\$ 0.8	\$ 0.8	0.8
Federal Aid	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Tuition	6.4	6.7	6.9	7.1	7.2	7.4	7.4
Other	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Total Revenue	\$ 9.3	\$ 9.5	\$ 9.8	\$ 10.0	\$ 10.1	\$ 10.3	
TRANSFERS IN:							
School Operating Fund	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.2	0.2
Total Transfers In	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.2	0.2
Total Revenue and Transfers	\$ 9.5	\$ 9.8	\$ 10.1	\$ 10.2	\$ 10.4	\$ 10.5	
Total Funds Available	\$ 9.5	\$ 9.8	\$ 10.1	\$ 10.2	\$ 10.4	\$ 10.5	
EXPENDITURES	\$ 9.5	\$ 9.8	\$ 10.1	\$ 10.2	\$ 10.4	\$ 10.5	
ENDING BALANCE, June 30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

*Does not add due to rounding.

Adult and Community Education Fund Forecast

Revenue Assumptions

State Aid

The five-year forecast, beginning in FY 2018, includes an annual increase of 2.0 percent in state aid due to increases in enrollment and the number of classes offered in areas such as career readiness and driver education.

Federal Aid

Federal revenue is expected to remain level from FY 2018 through FY 2022 due to the adverse impact of the federal savings plan, also known as sequestration, to the local economy.

Tuition and Other

The five-year forecast through FY 2022 assumes an increase in tuition of 4.0 percent each year for FY 2018 and FY 2019 and then a 2.0 percent increase each year for the remaining forecast years, FY 2020 through FY 2022. These increases are expected to occur due to new course offerings and increased fees to cover compensation increases and enrollment growth. Other revenue (mainly private grants) is projected to remain constant during this period.

Transfers

The transfer from the School Operating Fund is projected to remain unchanged at \$0.2 million through FY 2022.

Expenditure Assumptions

Since all of the programs and activities are self-supporting or grant funded, expenditures are projected to be adjusted to match total revenue. Based on required compensation adjustments, the allocation of positions and other expenditures will be adjusted as needed.

Trends

Geography

Fairfax County, located in Virginia just southwest of the nation's capital, covers nearly 400 square miles.



Community Profile

Fairfax County residents enjoy high quality-of-life measures that reflect an increasing level of cultural, economic, and linguistic diversity. Fairfax has the largest free library system in the state, over 24,000 acres of public parkland, and many cultural attractions such as George Washington's Mount Vernon Estate, Wolftrap National Park for the Performing Arts, and the National Air and Space Museum's Udvar-Hazy Center. Just under 22 million people passed through Washington Dulles International Airport in 2015. In addition to the campuses of three major universities that are located in the County, Fairfax is also home to the largest community college in Virginia, which is also the second largest multi-campus community college in the nation.

Demographics and Economics

With more than 1.1 million residents, Fairfax County is the most populous county in the Commonwealth of Virginia. In fact, it is more populous than eight states and the District of Columbia. Since 2000, Fairfax County's population has grown by 16.1 percent.

The Fairfax community, on average, is more affluent than both the State and nation. According to the U.S. Census Bureau's American Community Survey in 2014, the median family income for county residents is \$112,102, compared to \$64,792 for Virginia and \$53,482 for the nation. Fifty-nine percent of Fairfax county's population has a bachelor's degree, and 28.6 percent have a graduate or professional degree, one of the highest percentages in the United States.

Fairfax County is home to eight Fortune 500 companies (June 2016)

1. Booz Allen Hamilton
2. Capital One Financial
3. CSC
4. Freddie Mac
5. General Dynamics
6. Hilton
7. Northrop Grumman
8. NVR

Source:
http://www.fairfaxcountyeda.org/sites/default/files/pdf/fairfax_facts.pdf

Comparing Fairfax County to Virginia and the U.S. (2015 Estimate): Fairfax County is more diverse and affluent as compared to the state and nation.

	Fairfax County	Virginia	U.S.
<i>Income:</i>			
Median family income	\$112,102	\$64,792	\$53,482
Percent of people below the poverty level	3.9%	8.2%	11.5%
<i>Labor force (16 years and over):</i>			
Percent of civilian labor force unemployed	5.1%	6.9%	9.2%
Percent in Management, Business, Science, and Art Occupations	56.1%	42.5%	36.4%
<i>Educational attainment (25 yrs. and over):</i>			
Percent of people at least high school graduates	91.9%	87.9%	86.3%
Percent of people with at least bachelor's degrees	59.2%	35.8%	29.3%
<i>Median Housing Information:</i>			
Value of owner-occupied units	\$486,900	\$243,500	\$175,700
Gross rent	\$1,724	\$1,108	\$920
<i>Social characteristics:</i>			
Percent of population over 5 years who speak a language other than English at home	37.5%	15.2%	20.9%
Percent of population foreign born	29.8%	11.6%	13.1%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

As shown in the chart above, the unemployment rate is lower in Fairfax County than both the State and nation, and 56.1 percent of its residents are in management, business, science, and art occupations. While the County is often viewed as having wealth and resources, it also has a higher cost of living than the state. The population of students eligible for free and reduced-price meals, a federal benchmark of poverty, rose from 19.4 percent of the student population in 2005-2006 to 27.2 percent in 2015-2016.

Trends

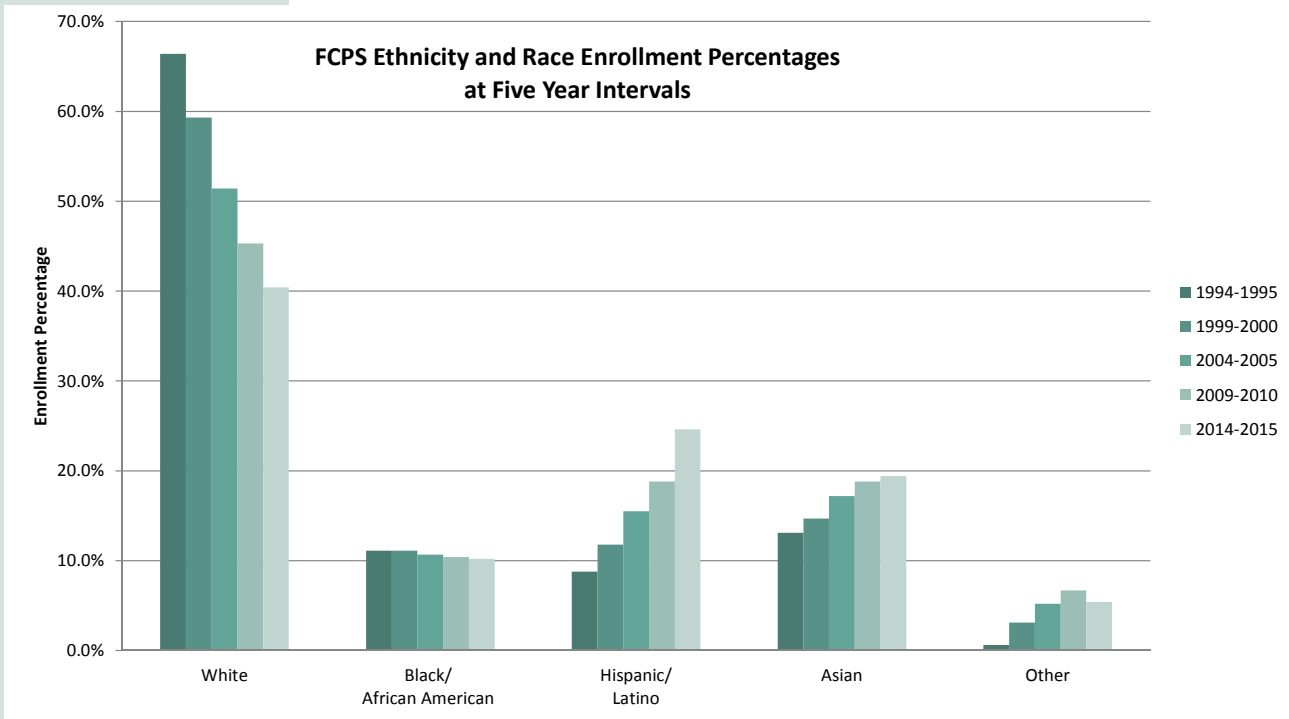
Fairfax County is home to: (June 2016)

- 8,400+ technology firms
- 300+ trade and professional associations
- 400+ foreign-owned firms

Source:
http://www.fairfaxcountyped.org/sites/default/files/pdf/fairfax_facts.pdf

Fairfax’s population has been steadily rising, from 818,600 in 1990 to an estimated 1,125,400 in 2015. Also during this same time period, ethnic diversity within the County has continued to increase. From 1990 to 2014, for example, the percent of whites in Fairfax County decreased from 81.3 percent to 63.2 percent, Asians increased from 8.5 percent to 18.9 percent, and Hispanics increased from 6.3 percent to 16.4 percent. More on economic and demographic information is available on the [Fairfax County website](#).

Student enrollment changes as the demographics of Fairfax County residents change. During the 2015-2016 school year, 39.7 percent of FCPS’ students identified themselves as white; 25.0 percent identified as Hispanic; 19.5 percent as Asian; 10.2 percent as African American; and 5.2 percent identified as multi-racial or other.



FCPS students come from all the countries in the world and speak nearly 200 languages.

FCPS students come from all the countries in the world and speak approximately 200 languages. According to FCPS data as of September 30, 2015, 49.6 percent of FCPS elementary students speak a language other than English at home. The top language spoken other than English is Spanish; and a total of 29,291 students come from homes to which FCPS communicated with families primarily in Spanish.

County Support for Fairfax County Public Schools

In FY 2017, Fairfax County is allocating 52.7 percent of its total General Fund disbursements to FCPS. The County provides funding through transfers to support FCPS operations; debt service for bond-funded projects to build new schools and renew older facilities; and funding for other construction projects. Combined support received from the county for these three purposes totals \$2.1 billion.

FCPS' primary source of operating revenue is the County General Fund transfer, which is \$1.9 billion for FY 2017, an increase of 4.8 percent over the County's FY 2016 Adopted Budget Plan. The County General Fund transfer of local tax dollars will provide 71.6 percent of total School Operating Fund revenue.

Real and personal property tax dollars are the primary revenue source for Fairfax County government. On April 25, 2016, the Fairfax County Board of Supervisors adopted a four cent real estate tax increase. For FY 2017, the real estate tax rate increases from \$1.09 to \$1.13 per \$100 of assessed value. Each cent of real estate tax is equivalent to approximately \$23.3 million in tax revenue to the County. The typical tax bill will show a net increase of \$304.00, and the mean residential assessed property value is projected to rise by 1.6 percent. Fairfax County has an annual assessment program where all real property, residential and commercial, is assessed at 100 percent of the estimated fair market value as of January 1 of each year. The Virginia Constitution requires that real estate be assessed at fair market value.

Real Estate Tax Rate	
Fiscal Year	Tax Rate per \$100
FY 2013	\$1.075
FY 2014	\$1.085
FY 2015	\$1.090
FY 2016	\$1.090
FY 2017	\$1.130

Source: FY 2017 Fairfax County Adopted Budget Plan (Overview)

Real Estate Tax Per "Typical" Household				
	Mean Assessed Value of Residential Property	Tax Rate per \$100	Tax per Household	Tax per Household in FY 2017 Dollars
FY 2011	\$433,409	\$1.130	\$4,724.16	\$5,154.18
FY 2012	\$445,533	\$1.070	\$4,767.20	\$5,128.22
FY 2013	\$449,964	\$1.075	\$4,837.11	\$5,105.95
FY 2014	\$467,394	\$1.085	\$5,071.22	\$5,264.78
FY 2015	\$500,146	\$1.090	\$5,451.59	\$5,649.48
FY 2016 ¹	\$519,134	\$1.090	\$5,658.56	\$5,788.71
FY 2017 ¹	\$527,648	\$1.130	\$5,962.42	\$5,962.42

¹Estimated

Source: FY 2017 Fairfax County Adopted Budget Plan (Overview)

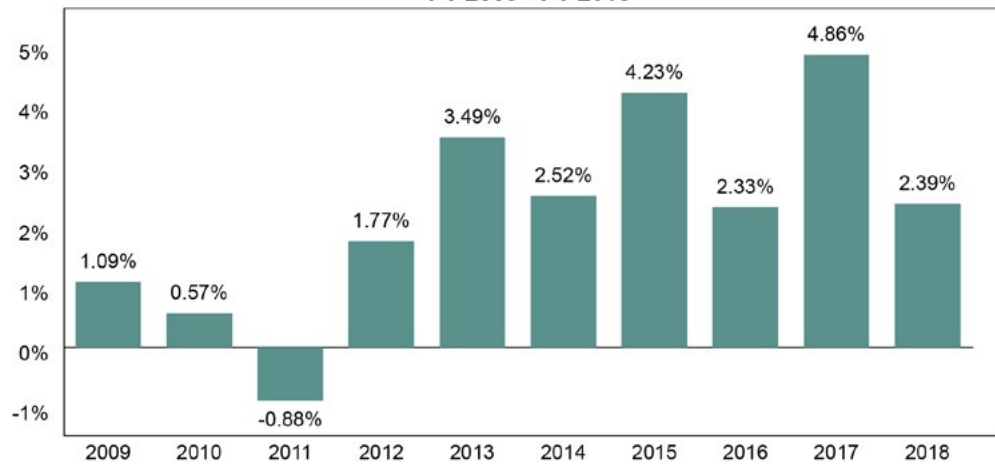
In addition to \$2.1 billion in transfers to FCPS for operations, debt service and other construction projects, Fairfax County provides additional support for the following programs: Full-Day Mondays; Comprehensive Services Act (CSA); Head Start and School Age Child Care (SACC) programs within the Department of Family Services; School Health including public school nurses and clinic room aides; school crossing guards; resource officers, who are assigned to all FCPS high schools, middle schools, and alternative schools; security for activities such as proms and football games; after-school programming in middle schools; services provided by the Fairfax-Falls Church Community Services Board; athletic field maintenance and other recreation programs.

The following chart illustrates the County's General Fund revenue growth from FY 2009 – FY 2018. From FY 2009 to FY 2015 annual increases averaged 1.9 percent. In FY 2016, revenue is projected to increase 2.33 percent due primarily to an increase in real estate taxes resulting from an increase in total assessed real property. In FY 2017, revenue is projected to increase 4.86 percent due to an increase in real

Trends

estate assessments and a 4 cent increase in the real estate tax rate combined with modest growth in other revenue categories. In FY 2018, the County's General Fund revenue reflects a projected growth of 2.39 percent.

**Annual Percent Change - Fairfax County General Fund Revenue
FY 2009 - FY 2018**



*FY 2017 growth rate includes the impact of the adopted \$0.04 increase in the real estate tax to \$1.13 per \$100 of assessed value.
Source: FY 2017 Fairfax County Adopted Budget Plan (Overview)

FCPS facilities serve as an important community resource benefiting all county residents.

FCPS Support for the County

In turn, FCPS supports Fairfax County in many ways. For instance, FCPS offers instructional and mentoring programs at many facilities that are operated by the County. FCPS facilities also serve as an important community resource benefiting all county residents. More than 220,000 community use events are held in FCPS facilities each year, and approximately 250,000 individuals use school recreational facilities scheduled by Fairfax County Department of Neighborhood and Community Services. More than 100 religious and cultural organizations use schools each week; 48 school sites are used for Park Authority's Rec-PAC programs accommodating over 4,000 kids in a six-week summer program; 137 schools serve as School Age Child Care (SACC) sites during the school year and managed by Fairfax County Office for Children; and 167 facilities are used as polling places on election days. Examples of services FCPS utilizes from the County include those listed in the following chart:

FY 2017 Approved Expenditures to County (\$ in millions)	
Vehicle Services	
Labor	\$13.3
Fuel	6.9
Parts	8.3
School Nurses*	2.0
Computer Center Charges	2.0
Printing	0.4
Police Services	0.3
Fire Marshall Inspections	0.1
Total**	\$33.2

*FCPS pays approximately \$4.0 million for School Nurses and is partially reimbursed by the County through an expenditure credit.

**Does not add due to rounding.

The Fairfax County Board of Supervisors (BOS) and FCPS School Board have committed to further collaboration in the ongoing effort to reduce costs while improving services. Several examples of successful programs are listed below:

- The School Board and Board of Supervisors attended multiple joint budget meetings during the development of the FY 2017 budget and held a joint retreat. Additional meetings have been scheduled this fall to provide updates on projected requirements and resources for FY 2018. Both Boards adopted language regarding their commitment to work together as part of their budget adoptions.
- FCPS participated in the Lines of Business review with the County on April 1, 2016. Staff jointly presented:
 - Student Free Fare Program—free transportation on Fairfax Connector buses to Fairfax County high school and middle school students
 - Youth Behavior Health Services—school and county collaborative systems transformation efforts
 - School Health Program and Services—a legacy of partnership and collaboration
- To improve the budget development process, the School Board and County Board of Supervisors created a Joint Budget Development Committee (JBDC). The JBDC reviewed the County's and FCPS' past and present budget data and future budget factors impacting revenue projections and influencing spending needs. Recommendations and action plans were drafted to improve the budget process; identify opportunities for smart savings and smart services; improve financial management; and establish a shared vision, priorities, and goals.
- To collaborate and review both the County and School's Capital Improvement Program (CIP) and capital requirements, the Infrastructure Financing Committee (IFC), a joint School Board/County Board Committee, was established in April 2013, as a working group. The Committee was initiated as a result of Chairman Bulova's consideration of the School Board's request for an additional \$25M per year in capital funding for FCPS and long standing County infrastructure needs. Early in the Committee's deliberations it became evident that the County and School capital challenges far exceed the capacity to fund them. However, in the committee's final report, the Committee recommended strategies to begin to address these critical and growing requirements.
- FOCUS (Fairfax County Unified System) Project – This finance and procurement information system was implemented jointly by the County and FCPS in FY 2012. The system involves all users in the County and FCPS, and covers 70 major business processes.
- Transparency Initiative - Beginning in FY 2013, County and FCPS staff have worked closely together on the countywide transparency initiative, which provides residents with an additional tool to learn more about the County and FCPS' overall finances or focus on specific areas of interest.
- Computer Learning Centers – An elementary after-school program that provides technology resources to children and their families who otherwise would not have access to current technology. Resources include internet use, technology instruction, literacy activities, homework assistance, and enrichment activities.

The Fairfax County Board of Supervisors (BOS) and FCPS School Board have committed to further collaboration in the ongoing effort to reduce costs while improving services.

The Infrastructure Financing Committee recommended strategies to begin to address the County and FCPS' critical and growing requirements.

Trends

FCPS' budget process includes an education and communications strategy to inform key communicators, participants, stakeholders, and the general public about FCPS' budget and how the process works.

The FCPS website receives more than four million visits per month.

Engaging the Community

FCPS' annual budget process includes an education and communications strategy to inform key communicators, participants, stakeholders, and the general public about FCPS' budget and how the process works. The communication and education strategy focuses on a targeted audience including teachers, administrators, staff, parents, and members of the community at large. Working with the School Board's Public Engagement Committee, FCPS identifies key communicators to specifically target communications, with a goal of helping to further distribute the information.

By identifying credible messengers to relay the budget message, FCPS improves the community's access to and understanding of budget information. While all of the information will be available to each of the identified groups of constituents, the messages are tailored for the different parties. As part of implementing the education and communication strategy, participants, stakeholders, and the general public are given opportunities to receive information, provide input, and engage with FCPS.

FCPS conducts training sessions that provide an overview of the budget process, information on budget categories, cost drivers, and revenue sources; and how stakeholders can become engaged. In addition, School Board members and the staff from Budget Services give presentations to the community about the budget and how the budget process works. The latest materials, tools, and resources for all participants are made available on the FCPS website.

Each year FCPS engages in many activities aimed at increasing and facilitating communication between schools and citizens. The Office of Communications and Community Relations and the departments of Information Technology, Instructional Services, and Special Services use numerous strategies, from maintaining a Parent Resource Center for special education parents to offering programs, services, and classes through the Office of Family and School Partnerships, and providing parent liaisons to help parents become advocates for their children while learning to successfully navigate FCPS and Fairfax County systems. FCPS not only provides parents with written and online materials and resources concerning such topics as promoting family involvement, but also operates its own grant-funded television studio to produce and distribute educational programming to the community and nation. In addition, Media Tips provides news stories to more than 150 electronic, radio, TV, newspaper, and foreign language media outlets.

FCPS extensively utilizes the Internet and social media to promote and improve its communication with the public:

- The FCPS website receives more than four million visits per month and provides up-to-date information in a user-friendly format on everything from school activities to School Board meetings.
- Keep in Touch (KIT) is a state-of-the-art communications tool that uses email and voice notifications to allow schools to contact parents and students directly. KIT Plus is a subscription service that enables community members to subscribe to information on specific topics and current issues such as the budget, boundary studies, summer programs, and PTA/PTSA information.
- FCPS 24-7 Learning allows students, parents, and teachers to access homework and classroom assignments online, view class calendars, explore links to enrichment activities, and much more.
- At the end of FY 2016, FCPS' Facebook page had more than 68,000 fans, and daily updates were published about school events, budget developments, and emergency announcements. The FCPS Twitter page had nearly 142,000 followers, and the number of views on both Flickr and YouTube continue to increase.

The primary reason FCPS engages in community outreach is to inform the public and gather important input about crucial educational issues and budget priorities. However, community outreach also results in FCPS obtaining important resources. In FY 2016, 153 out of 196 schools, or 78 percent, and eleven departments or offices had a partnership with one or more businesses or community organizations that provided invaluable volunteers and occasionally funding. In fact, for school year 2014-2015, schools reported that 60,139 volunteers performed 1,306,727 hours of service, which emphasizes the value of community outreach efforts. A host of individual volunteer opportunities in FCPS are available on the FCPS website.

Facing the potential for a significant budget deficit in FY 2017, FCPS proactively took steps to examine the options available to the school system for the development of the FY 2017 budget. This unprecedented level of engaging stakeholders in the budget development process was necessary due to projected expenditures for FY 2017 exceeding preliminary revenue estimates combined with the significant budget reductions FCPS has taken since FY 2008 that total nearly half a billion dollars.

Budget Task Force

The Superintendent formed the Budget Task Force in June 2015, and provided online applications to engage the community and elicit input. The Budget Task Force included 36 community members nominated by various stakeholders (by School Board members, the County Board of Supervisors, community groups, and FCPS employees). The group met over the summer and through the fall of 2015 to provide input to the Superintendent with two scenarios of budget reductions: \$50 million and \$75 million. Budget Task Force recommendations were released on November 9, 2015 in the Budget Task Force Report. The reductions suggested by the Budget Task Force provided a road map of potential reductions for FY 2017 to help close the gap between projected available resources and projected financial needs.

UserVoice

During the FY 2017 budget development process, UserVoice, an online tool for community members to submit ideas on how to balance the budget was made available. A message was broadcast to community members via Keep in Touch (KIT), an electronic notification system used by FCPS to send email, text, and phone messages to the community and employees, inviting them to participate in the budget process. The link to UserVoice also showed relative support for the various ideas submitted by community members.

Budget Proposal Tool

The Budget Proposal Tool went live on September 9, 2015 providing an online way for stakeholders to offer their recommendations on how to address the projected deficit that FCPS faced for FY 2017 if the requested increase in the county transfer would not be funded. Users were able to provide proposals for two different deficit amounts; \$50 million and \$75 million. Two different thresholds were included because the forecasted FY 2017 budget shortfall amount contained uncertainty due to costs and funding that were not determined until later in the budget process. The Budget Proposal Tool items included budget reductions, potential new fees, and fee increases. The options reflected in the Budget Proposal Tool were ideas from UserVoice, the Budget Task Force, the FCPS Leadership Team, community members, employees, parents, and other stakeholders. Items in the Tool are grouped into seven different categories: School Staffing and Schedules, Instructional Programs, Nonacademic School Programs, Instructional Support, Other Support, Employee Compensation, and New/Increased Fees. Tool users could also propose their own

The primary reason FCPS engages in community outreach is to inform the public and gather important input about crucial educational issues and budget priorities.

Trends

For the third year, Superintendent Karen Garza held listening tours that included visiting every FCPS magisterial district with Fairfax County School Board members.

ideas and reduction amounts using the “User Created Option” function. A glossary is available on the website to help users understand the terminology used in the Budget Tool. The Budget Proposal Tool also has a Comments Section which many community members used to specifically list items they did not want cut. Also, users who submitted proposals were able to self-identify their “role” as parent, employee, student, or community member.

To provide feedback on the Budget Proposal Tool, users had the option of completing a survey. Approximately one-third of all users completed the survey, and results indicate that nearly 93 percent found the tool to be easy to use. Almost 92 percent responded that they would recommend the Budget Proposal Tool to someone else.

Budget Video

FCPS provides an explanation of the operating budget to the community using an educational video, which is made available on the FCPS website. The video teaches viewers about how FCPS receives funding, why there are funding gaps today, and what they can do to help make education a priority in our community.

Community Meetings

For the third year, Superintendent Karen Garza held listening tours that included visiting every FCPS magisterial district with Fairfax County School Board members. Dr. Garza provided an update on the latest happenings in FCPS and listened to ideas, comments, and responded to questions from the audience.

Two community meetings were held in early September providing the community with a budget overview presentation including the budget video, a question and answer session, and a demonstration of the Budget Proposal Tool. In addition to these community meetings, individual School Board members, PTAs and other organizations also held meetings during the fall to discuss the budget.

Parent Advocacy Toolkit

The Fairfax County School Board’s Minority Student Achievement Oversight Committee (MSAOC) released a website in December of 2013 to help FCPS parents better advocate for their children. The resources available through the Parent Advocacy Toolkit help all parents advocate for their child and help their child succeed in school. The toolkit includes information and resources for parents to help their child achieve academic success with topics such as closing the achievement gap, access to early childhood programs, special education and English for Speakers of Other Languages (ESOL) programs, college and career readiness, and information on academic programs. The website also provides resources to help parents get to know the school system with topics such as health services, meals at school, technology at school and at home, attendance, discipline, and transportation. Explore the toolkit at: [Parent Advocacy Toolkit](#).

FCPS’ Strategic Plan: Ignite

On July 9, 2015 the School Board approved the long-term Strategic Plan called *Ignite*. The Strategic Plan provides a framework for decision-making that builds upon a common mission, vision, and guiding principles held by the School Board and the community. The Strategic Plan represents the cooperative work of the School Board and Leadership Team to create a long term Strategic Plan for Fairfax County Public Schools. Input was gathered from more than 30,000 stakeholders including: interviews with School Board members and the Superintendent; 37 focus groups with key stakeholders; surveys from parents, employees, community members, and

students; and seven School Board work sessions, three School Board retreats, and four Leadership Team retreats. The four strategic goals include: student success, caring culture, premier work force, and resource stewardship, and are built on the foundation of FCPS' *Portrait of a Graduate*.

Portrait of a Graduate

In the fall of 2014, the School Board adopted the FCPS *Portrait of a Graduate*, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS.

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

Communicator

- Applies effective reading skills to acquire knowledge and broaden perspectives
- Employs active listening strategies to advance understanding
- Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners
- Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts
- Uses technological skills and contemporary digital tools to explore and exchange ideas

Collaborator

- Respects divergent thinking to engage others in thoughtful discussion
- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals
- Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints
- Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks

Ethical and Global Citizen

- Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues
- Contributes to solutions that benefit the broader community
- Communicates effectively in multiple languages to make meaningful connections
- Promotes environmental stewardship
- Understands the foundations of our country and values our rights, privileges and responsibilities
- Demonstrates empathy, compassion, and respect for others
- Acts responsibly and ethically to build trust and lead

Creative and Critical Thinker

- Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes
- Uses information in novel and creative ways to strengthen comprehension and deepen awareness
- Demonstrates divergent and ingenious thought to enhance the design/build process

In the fall of 2014, the School Board adopted the FCPS Portrait of a Graduate, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS.

Trends

FCPS' graduates will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning.

Our community demands high achievement, as well as the availability of programs and opportunities to address each student's individual needs.

- Expresses thought, ideas, and emotions meaningfully through the arts
- Evaluates ideas and information sources for validity, relevance, and impact
- Reasons through and weighs evidence to reach conclusions

Goal-Directed and Resilient Individual

- Engages in healthy and positive practices and relationships to promote overall physical and mental well-being
- Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Uses time and financial resources wisely to set goals, complete tasks, and manage projects
- Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy

What Our Community Needs to Know About School Budgets

Due to the requirement to operate within a balanced budget, state and local governments typically end the year with an available balance to ensure that they meet revenue projections and do not exceed expenditure appropriations. As a result, Fairfax County Public Schools (FCPS), like Fairfax County Government, historically has ended each fiscal year with a positive ending balance. Included in the ending balance is carryover for encumbered obligations (undelivered orders) which reflects orders for goods or services that have not been received or performed as of June 30. In addition, FCPS allows schools to carry over unspent funding from certain supply and hourly accounts. This carryover encourages schools to use a multiyear planning effort to meet student needs. Carryover practices are reviewed and revised annually.

FCPS has used multiple strategies to address budget shortfalls, including conserving resources and reducing spending during the fiscal year where possible. As a result of these actions taken during the fiscal year, the net funding available at year-end is presented to the School Board as an available balance after commitments. Recently, this funding has been allocated for beginning balance instead of being spent for current year needs.

There are many factors unique to school systems that can trigger educational cost increases that outpace inflation. For example, increases in labor costs due to rising student enrollment or changes in staffing standards can drastically impact school budgets because K-12 education is so labor intensive. Understanding these factors will provide citizens with greater comprehension of the financial challenges that schools confront today and of the environmental context in which budgeting decisions must be made. The following factors, while inherent features of modern educational systems, place considerable pressure on school budgets:

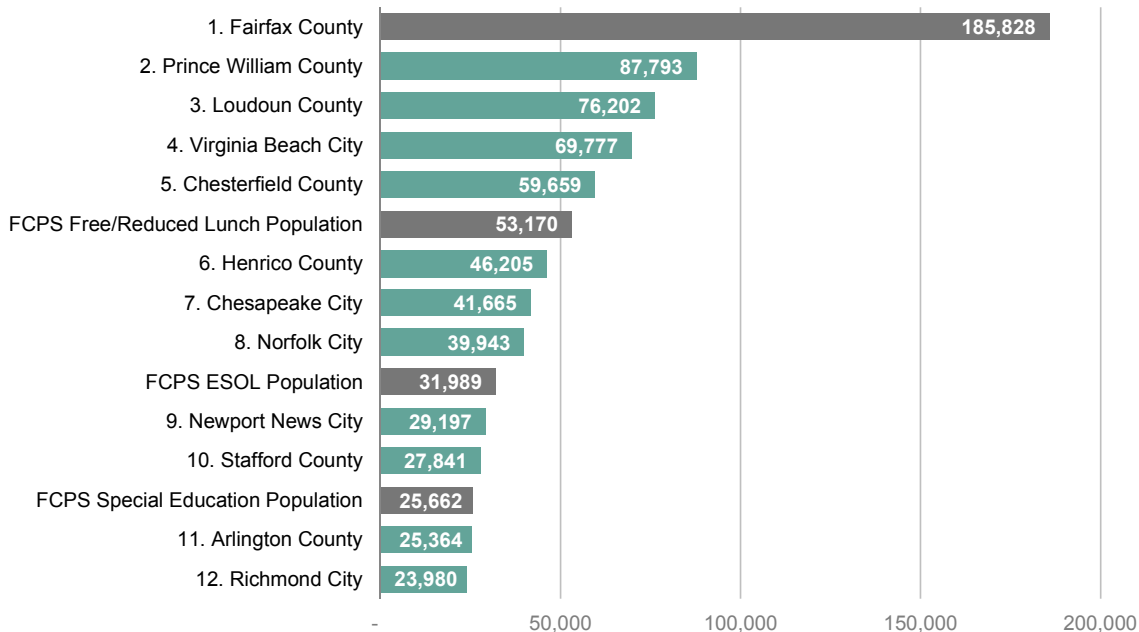
- **Programmatic Priorities** – Our community demands high achievement, as well as the availability of programs and opportunities to address each student's individual needs. The School Board adopted the FCPS Portrait of a Graduate in the fall of 2014, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS. On July 9, 2015, the School Board approved the new long-term Strategic Plan called *Ignite* which is a guiding strategy that will be at the center of all FCPS' planning activities. Meeting these expectations requires that FCPS allocate resources both thoughtfully and efficiently.

- **Technology** – Training our students on technology at all levels remains a priority as such skills have become synonymous with student success in the 21st century. An objective of FCPS’ Portrait of a Graduate is that FCPS graduates are able to use technological skills and contemporary digital tools to effectively communicate.
- **Enrollment and Demographics** – The cost of enrollment growth and changing student demographics impacts school-based positions generated through staffing formulas and per-pupil allocations.
- **Changes in Staffing** – Programmatic priorities, technology initiatives, and enrollment all may impact staffing.
- **State and Federal Mandates** – FCPS must comply with state and federal mandates, which significantly impact divisionwide needs and priorities. Mandates are not always funded, which poses a financial burden on localities and school divisions.

The following chart provides a comparison of FCPS student enrollment to other Virginia school divisions. FCPS’ student enrollment is more than twice the size of Prince William County which is the second largest in the state overall. Additionally, the chart illustrates subsets of FCPS’ population including special education, ESOL, and students receiving free or reduced-priced meals are larger than many school divisions across the state.

Our communities are very different today than they were even ten years ago. In many ways, our schools and our students reflect the changing world in which we live. The tools of the education profession have changed, and the expectations of the community continue to rise. FCPS has not only met these challenges but has done so in a cost-effective manner.

**FCPS Student Enrollment:
Comparison to Other Virginia School Division
FY 2015-16 Fall Enrollment by Division (VDOE)***



* Fall enrollment excludes students in hospitals, clinics or detention homes and local programs.

Trends

The current Technology Plan outlines the multiyear strategic technology goals and demonstrates the effective use of technology throughout the school system.

Technology Integration in the Classroom

Achieving high academic standards increasingly involves integrating technology into the classroom. That is why, even with divisionwide budget constraints, the FY 2017 Approved Budget includes \$12.9 million in funding for Technology Plan initiatives. The \$12.9 million represents an increase of \$33,063, or 0.26 percent, from the FY 2016 Approved Budget.

Technology Plan

The current technology plan, [Addendum to the FY 2015 - FY 2016 Technology Plan \(7/1/2016 - 6/30/2018\)](#), outlines the multiyear strategic technology goals and demonstrates the effective use of technology throughout the school system. In FY 2017, the operating fund provides \$7.9 million of the technology plan funding, and the state technology reimbursement program provides an additional \$5.1 million for technology plan projects.

This plan supports the Fairfax County School Board's vision, mission, and student achievement goals and is submitted to meet compliance requirements and is aligned to the Virginia Department of Education's (VDOE) Educational Technology Plan. The plan supports the strategic technology mission to provide information technology leadership, products, and services for FCPS while managing divisionwide information resources and ensuring information security and integrity.

The plan encompasses five key focus areas that support the State's technology goals and objectives:

1. An appropriately and adequately designed learning environment
2. Meaningful engagement of learners
3. Purposeful application of appropriate technology tools
4. Use of authentic technology tools that extend learning capabilities
5. Authentic and intelligent assessments



The FY 2017 Technology Plan includes \$12.9 million in approved projects as described in the following table.

FY 2017 Technology Plan (\$ in millions)	
Assistive Technology	\$0.3
Provides assistive technology (e.g., augmentative communication devices, writing support software) as required for FCPS students with disabilities.	
Computer Lease Costs	\$3.4
Provides funds for annual lease costs for over 13,300 laptop computers and 850 network switches. This also includes funding for supporting Instructional Services'	
Education Decision Support Library	\$0.2
Provides support to maintain extraction/transformation and load process of data, incorporate new reporting requirements, and expand customer base for the data	
Enterprise Application Integration	\$1.9
Provides an applications infrastructure to enable applications to share information and functions and to make application functions accessible via the web.	
Enterprise Desktop Management	\$1.3
Provides a centrally managed system to facilitate the deployment of all necessary operating system images and instructional and administrative applications to FCPS desktop and laptop computers.	
Instructional Initiatives - Digital Learning	\$0.1
Provides funding to enhance instructional practice through the use of technology to give students more control over the time, place, path, and pace of learning.	
FCPS 24-7 Learning	\$2.2
Provides for support, maintenance, upgrades, and training for the Blackboard infrastructure, which is the online system that FCPS 24-7 Learning is built upon.	
Level 1, 2, 3 Network Support	\$0.6
Provides LAN (local area network) and WAN (wide area network) integration for FCPS schools and administrative sites.	
Microsoft School Agreement - Software Licensing	\$2.6
Provides for the renewal of the Microsoft School Agreement that provides standardized software for use within FCPS.	
SEA-STARS - Online Individualized Education Program (IEP)	\$0.2
Provides funding for an application in which data collection, storage, and management of IEPs are conducted electronically. The application generates progress reports keyed to students' current IEP goals and objectives that easily allow teachers and administrators to monitor student performance.	
Total	\$12.9

Enrollment

The cumulative cost of enrollment, demographic, and new school adjustments is over \$130 million since FY 2012.

Shifting Demographics: Enrollment

The FY 2017 Fairfax County Public Schools' projected enrollment is 186,842 students across 198 schools and centers. This represents a decrease of 1,703 students from the FY 2016 Approved Budget after excluding students served outside FCPS and Fairfax Adult High School. Since FY 2012, FCPS has opened four new school buildings to accommodate student enrollment adjustments and population shifts. The cumulative cost of enrollment, demographic, and new school adjustments is over \$130 million since FY 2012.

Enrollment projections are completed annually by the Office of Facilities Planning Services within the Department of Facilities and Transportation Services at all schools. FCPS enrollment projections are developed in a bottom-up fashion for general education students, beginning with elementary, then middle, and finally high schools. Projections of Kindergarten students are based on historical relationships between Kindergarten enrollment and births (five years prior) of Fairfax County and City residents by attendance area. Each cohort is then aged through successive grades based on selected historical ratios or averages of those ratios, school by school. Projections may be modified, as necessary, to take into account other factors such as new housing completions. New housing data forecasts are considered with each projection effort. The number of additional students attributed to new housing decreased during the recent economic downturn as fewer houses were completed. As the County and City have approached build-out, less land is available and greater housing density is being planned. Fewer students are generated (yielded) from mid- and high-rise residential housing than from lower density housing. Most student growth within FCPS in recent years has resulted from larger families and less from new housing. To reasonably account for forecast new housing each year, data from Fairfax County's IPLS (Integrated Parcel Life Cycle System) are extracted. This data provides FCPS staff with the location and number of current housing units, as well as forecasted housing units, anticipated by the County.

For state reporting purposes, the FCPS budget office calculates the actual enrollment based on the September 30 general education enrollment and the December 1 special education count. The alternative programs component of general education is captured in January, and the Family and Early Childhood Education Program (FECEP) enrollment is captured as of March 31. The Information Technology (IT) website provides a monthly enrollment report for FCPS. This report will differ from the current year actual enrollment contained in the budget. The IT report enumerates the enrollment as of a specific date and may exclude certain subgroups of students (e.g., preschool resource).

FY 2017 Enrollment Adjustment							
	FY 2016 Approved	FY 2016 Actual	FY 2017 Approved	Change from Approved		Change from Actual	
				Number	Percent	Number	Percent
General Education:							
Elementary	92,136	90,849	90,137	(1,999)	-2.2%	(712)	-0.8%
Middle	25,508	25,215	25,703	195	0.8%	488	1.9%
High	<u>51,315</u>	<u>50,780</u>	<u>51,234</u>	(81)	-0.2%	<u>454</u>	<u>0.9%</u>
General Education	168,959	166,844	167,074	(1,885)	-1.1%	230	0.1%
FECEP	1,727	1,624	1,727	0	0.0%	103	6.3%
Alternative Court Programs	1,860	1,445	1,810	(50)	-2.7%	365	25.3%
Special Education ¹	15,999	16,066	16,231	232	1.5%	165	1.0%
Total	188,545	185,979	186,842	(1,703)	-0.9%	863	0.5%

¹ Includes Level 2 and preschool services.

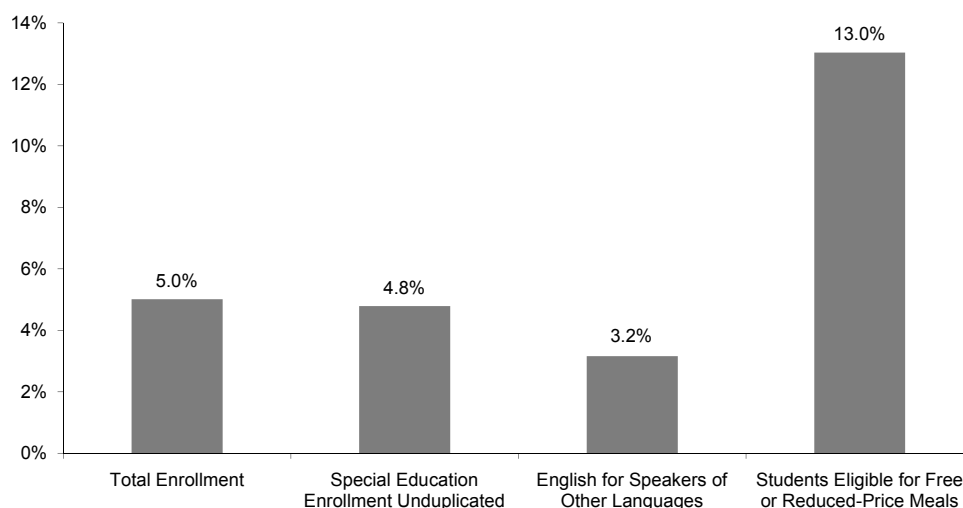
Changes in the composition of the enrollment have added to the cost of growth. Students eligible for free and reduced-price meals have increased at a faster pace than other enrollment subgroups. Recognizing the importance of providing world class educational opportunities to all students, FCPS provides supplemental staffing for students eligible for free and reduced-price meals through the needs-based staffing program, and supplemental staffing for ESOL and special education staffing based on student needs.

English for Speakers of Other Languages (ESOL) Trends

In FY 2017, 32,398 students are projected to receive ESOL instruction. The FY 2017 projection is an increase of 1,278, or 4.1 percent, as compared to the FY 2016 Revised Budget and is an increase of 409, or 1.3 percent, from the FY 2016 Approved Budget. However, when measured over a five-year period as the following chart illustrates, ESOL has grown 3.2 percent. In FY 2017, the average cost to provide ESOL services is \$3,753 per student, a 13.5 percent increase over the FY 2016 Approved Budget.

The chart below shows the percentage increase of total enrollment and enrollment subgroups from FY 2012 to FY 2017.

FY 2012 to 2017 Trends in Enrollment Growth



Free and Reduced-Price Meals Eligibility Trends

Families qualifying for free and reduced-price meals must meet established federal guidelines for income and household size. In FY 2017, the number of students eligible for free and reduced-price meals (FRM) is projected to grow to 52,129. This is a decrease of 1,041 students, or 2.0 percent, from the FY 2016 Approved Budget. However, as measured over the previous five years, the number of students eligible for free and reduced-price meals is the fastest growing student demographic trend in the school system. The number of students eligible as a percentage of the total student population is projected to be 27.9 percent. The number and percentage of students eligible for free and reduced-price meals is used by FCPS to provide needs-based staffing to schools. At the elementary, middle, and high school levels, once a school's FRM percentage reaches 20 percent, a weighted factor is applied to the number of FRM eligible students at a school in the general education staffing formula to generate additional staffing.

Families qualifying for free and reduced-price meals must meet established federal guidelines for income and household size.

Enrollment

Enrollment History and Projections	
FY	Enrollment
1990	128,288
1991	130,619
1992	133,198
1993	135,102
1994	137,495
1995	140,097
1996	143,040
1997	145,805
1998	148,036
1999	151,418
2000	154,523
2001	158,331
2002	161,385
2003	163,386
2004	164,195
2005	164,408
2006	164,284
2007	164,486
2008	166,307
2009	169,538
2010	172,391
2011	174,933
2012	177,918
2013	181,259
2014	183,895
2015	185,914
2016	185,979
Projections	
2017	186,842
2018	187,681
2019	187,889
2020	187,967
2021	188,148

FCPS also uses student eligibility for free and reduced-price meals to determine fee reductions and waivers. The Virginia Department of Education's Regulations Governing Fees and Charges, 8VAC 20-720-80, governs fees charged by local school divisions. The regulation has several requirements, including local school districts having a schedule of fees, listing the provisions for reducing or waiving fees, and informing students and parents of the consequences for nonpayment of fees. The regulation requires that school district's policy on student fees shall provide for the reduction or waiver of fees for economically disadvantaged students and for students whose families are undergoing economic hardships and are financially unable to pay them.

In FCPS, for fees charged to students, students eligible for free or reduced-price meals are eligible to have the fee reduced or waived. To participate in FCPS fee-based programs on a free or reduced-fee basis, parents must complete both the application for free and reduced-price meals and the consent form to provide written agreement allowing FCPS staff to share information about their children's meal eligibility status. For students and families who are undergoing economic hardships and are financially unable to pay the stated student fees, assistance is also available as noted in FCPS' Regulation 2135. When students are unable to pay fees or are eligible for fee reductions, schools may request funding to ensure that they receive the full amount for each student fee from the Equal Opportunity Fund through the Department of Financial Services. As required by the VDOE regulation, student fees may not be charged as a condition of school enrollment in a specific class. Schools may not withhold any student's report card or diploma because of nonpayment of fees and/or charges; may not withhold a student's class schedule; or may not suspend or expel a student for non-payment of fees and charges.

Special Education Enrollment Trends

The unduplicated special education enrollment count refers to the total number of students receiving special education services for whom FCPS is responsible, including students receiving Level 2 services, general education students receiving Level 1 resource services, private school students, and FCPS students receiving contracted services. In FY 2017, 25,995 students are projected to receive special education services. Special education students require specialized instruction and additional resources. The average cost per pupil for the special education program is \$24,090 while the general education average cost per pupil is \$12,150.

Changes in Instructional Staffing

The number of classroom teachers and many other positions provided at each school is based on specific staffing formulas for each program level approved by the School Board. For instance, the number of classroom teachers assigned to an elementary school is determined by the number of students based on a pupil-teacher ratio with additional weight factors that include a school's free and reduced-price meals eligibility. At the middle school level and the high school level, class size is influenced by the number of students and class schedule with additional weight factors for free and reduced-price meals eligibility.

Over the years, there have been significant adjustments in school-based staffing. Major changes since FY 2013 are listed on the following chart. Each has a financial impact in subsequent fiscal years, but only the cost (or savings) in the year of implementation is shown.

Major Staffing Changes FY 2013 - FY 2017			
Fiscal Year	Program	Amount (\$ in millions)	Positions
2013	Elementary World Languages	\$0.9	11.0
	Extended Learning Time for Students	\$7.5	0.0
	One-Time Full-Day Kindergarten Staffing Reserve Positions	(\$1.7)	(30.0)
	Staffing Reserve to Address Large Class Sizes	\$2.5	32.0
	Field Custodians	\$1.0	20.0
2014	Clinical Support for Students	\$0.4	3.5
	Psychologists and Social Workers	\$1.4	14.0
	Elementary World Languages	\$0.6	7.5
	Elementary Advanced Academic/Young Scholars support for High-Risk schools	\$0.5	6.5
	Clerical Position Growth Freeze (one-time)	(\$1.5)	(32.5)
	Staffing Reserve	(\$2.5)	(32.1)
2015	Class Size	(\$16.4)	(225.1)
	Needs-Based Staffing	(\$13.9)	(192.3)
	General Education Instructional Assistants	(\$2.1)	(56.0)
	Clerical at Elementary Schools - State School Efficiency Review	(\$2.6)	(56.5)
	Custodial Staffing - State School Efficiency Review	(\$2.4)	(50.5)
	Custodial Central Oversight - Plant Operations	\$0.9	10.0
	School-Based Technology Specialists	(\$1.4)	(14.0)
	Staffing Reserve to Address Large Class Sizes	\$1.6	23.0
	Summer School	(\$3.8)	(0.0)
	Special Education Career and Transition (including contract lengths)	(\$1.9)	(37.3)
	Systems of Support Teachers	\$1.9	24.5
	Administrative Interns	(\$0.8)	(10.0)
	2016	Full-Day Mondays	\$4.9
Contract Length Reductions - Full-Day Mondays		(\$1.3)	(0.0)
Placeholder to Address Large ES Class Sizes		\$3.1	40.0
Staffing Reserve Funding From FY 2015 Midyear - Nonrecurring		\$0.8	0.0
2017	Funding to Eliminate Elementary Class Sizes 30 and Above	\$7.4	98.0
	Additional Funding Required to Address Large ES Class Sizes	\$3.4	67.5

The number of classroom teachers and many other positions provided at each school is based on specific staffing formulas for each program level approved by the School Board.

Over the years, there have been significant adjustments in school-based staffing.

Staffing

School-Based Staffing Formulas

Positions assigned to a school are determined by formulas approved by the School Board while the number of teachers at a school will vary depending on student enrollment at the elementary level, the number of teachers assigned to middle and high schools is calculated based on teacher load, or the number of students a teacher instructs on a daily basis.

School-based staffing for all schools may also be impacted by the number of students eligible for free and reduced-price meals (FRM), the number of students receiving English for Speakers of Other Languages (ESOL) services, and the number and level of special education services provided.

Needs-Based Staffing

At the elementary, middle, and high school levels, a weighted factor is applied to the number of FRM eligible students at each school in the general education staffing formula to generate additional staffing. The weighted factors vary depending on the percentage of FRM eligible students at a school to ensure that schools with larger populations of FRM eligible students receive increased additional staffing. Details of the different weighted factors for needs-based staffing at the elementary, middle, and high school levels can be found in the [Staffing Standards](#) section located in the Appendix.

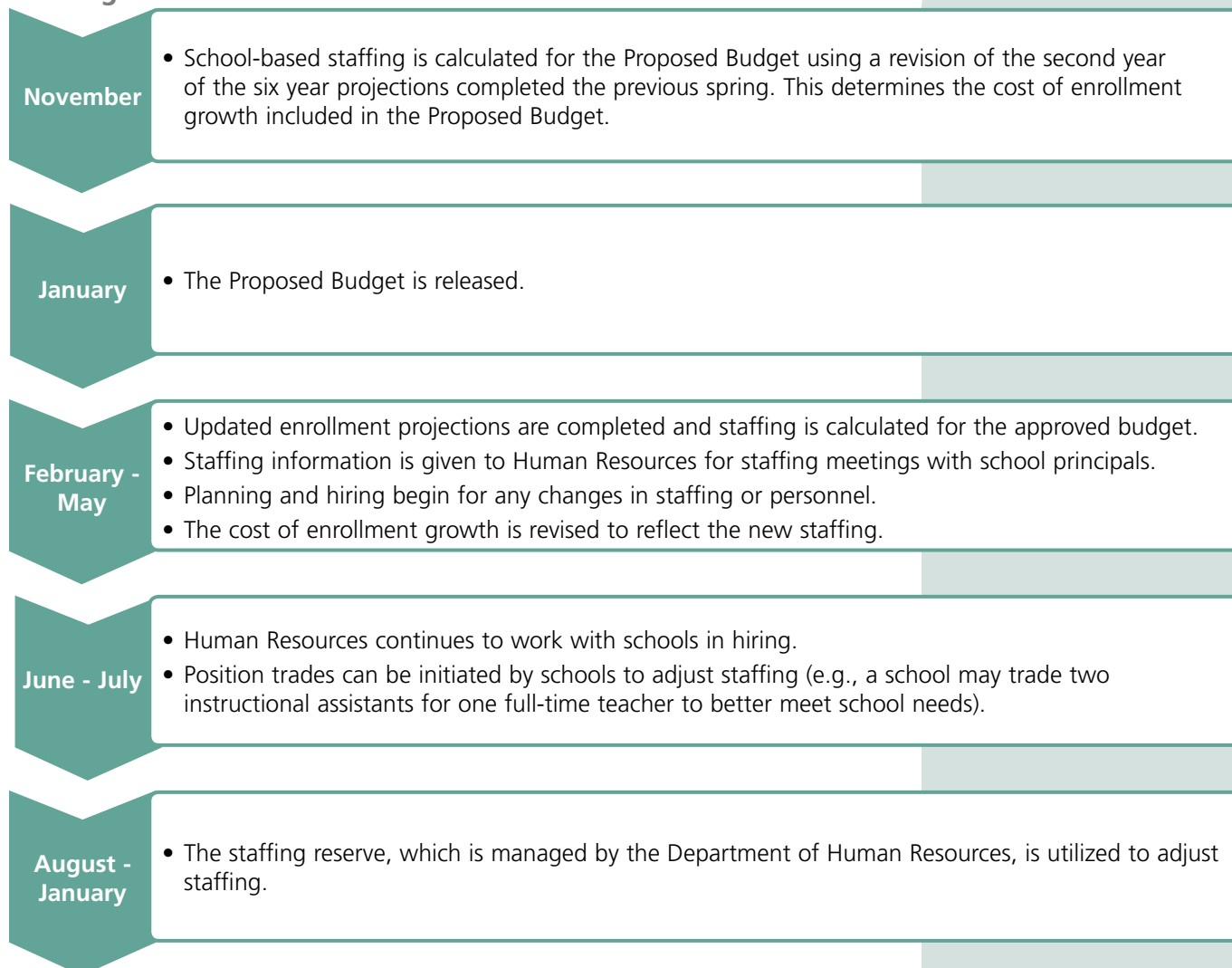
Needs Based Staffing Impact on Allocations and Class Size

	School A	School B	School C	School D	School E	Comment
FRM %	0%	20%	30%	50%	70%	Varying FRM percentages to show how needs-based staffing impacts a variety of schools
Projected Enrollment	500	500	500	500	500	All schools assumed to have same number of students
FRM Factor	0.0	0.3	0.4	0.5	0.5	The FRM factor is based on the % FRM. See staffing standards in appendix for more details
FRM Impact	0.0	30.0	60.0	125.0	175.0	FRM% * Projected Enrollment * FRM Factor
Projected Enrollment + FRM Impact	500	530	560	625	675	Projected Enrollment + FRM Impact
General Education Teacher Staffing	19.0	20.0	21.0	23.0	25.0	(Projected Enrollment + FRM Impact) / 26.75
Teacher Staffing due to FRM	0.0	1.0	2.0	4.0	6.0	Number of teacher positions on the general education teacher staffing total that are due to the FRM Impact
Average Class Size (base and FRM staffing only)	26.3	25.0	23.8	21.7	20.0	(Projected Enrollment) / (General Education Teacher Staffing)

The preceding chart shows five sample elementary schools with different levels of students eligible for FRM and illustrates the impact of needs-based staffing on teacher allocations and average class size. Middle and high schools are impacted similarly.

In addition to the additional teacher positions allocated to schools with higher FRM, schools may generate additional assistant principal, clerical, instructional assistant, and custodial positions since those staffing formulas are based in part on the total number of teacher positions allocated to schools.

Staffing Process and Timeline



Staffing Reserve

The staffing reserve includes teacher and instructional assistant positions as a contingency for staffing requirements identified after projections are finalized. The staffing reserve is used to increase classroom positions at schools when enrollment exceeds projections, address unique special education circumstances, and to address large class sizes. When enrollment is lower than projected in the approved budget, positions are returned to the staffing reserve when the actual enrollment results in fewer positions than allocated. Positions are allocated and returned during normally scheduled staffing meetings with the majority of general education adjustments occurring in the months of August and September. Special education adjustments continue throughout the school year as students are required to receive special education services.

Funding of \$3.4 million including 27.5 teacher positions and 40.0 instructional assistant positions is added to support the ongoing commitment to help alleviate large class sizes in elementary schools. Additionally, funding totaling \$7.4 million including 98.0 teacher positions is added to help eliminate class size of 30 and above in grades 1-6 wherever possible. This is included in the staffing reserve and increases the positions to 438.5 budgeted positions for FY 2017.

Reserve Summary	Positions
<u>FY 2015</u>	
Budgeted	233.0
Utilized	233.0
<u>FY 2016</u>	
Budgeted	273.0
Additional positions available as a result of one-time funding	10.0
Utilized	231.3
Returned at Quarterly Review	51.7
<u>FY 2017</u>	
Budgeted	438.5

Staffing

Elementary School Teacher Staffing Formulas

Full-Day Kindergarten

1.0 teacher and 1.0 instructional assistant for every 26.75 students and an additional factor for students eligible for Free and Reduced-Priced Meals (FRM)

Grades 1-6

1.0 teacher for every 26.75 students and additional factors for students eligible for FRM and ESOL

Weighted Factors

Free and Reduced-Price Meals (FRM)

<i>Percentage of Eligible Students</i>	<i>Weight</i>
Less than 20%	0.0
20% - <30%	0.3
30% - <40%	0.4
40% and above	0.5

<i>ESOL Level</i>	<i>Weight</i>
1 and 2 students	0.50
3 and 4 students	0.45

State K - 3 Initiative

Regular Staffing - Maximum Class Size Cap of 19, 20, 21, 22, 23 or 24 students depending on the percentage of students eligible for free meals

Elementary School Staffing

At the elementary level, a ratio-based formula of 26.75 calculates the number of teachers by dividing the school enrollment by the ratio. An additional staffing allocation is provided to schools based on the percentage of students eligible for FRM and the number of students receiving ESOL services. The weighted factor used to allocate FRM needs-based staffing applies to schools with 20 percent or more of their student population eligible for FRM. School principals have flexibility in determining how positions will be used.

The chart in the margin provides a summary of elementary school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas is found in the [Appendix](#). The chart below shows the results of applying the classroom teacher staffing formula to an elementary school with 701 students and 30.0 percent FRM eligibility. Additionally, FCPS guidelines indicate that elementary class sizes should be maintained below 30 students (unless previously approved). In the months leading up to the opening of school, positions are allocated to elementary schools from the staffing reserve when enrollment by grade level dictates a need for positions beyond those generated in the budget.

Elementary School Regular Staffing			
	Enrollment	Teachers	Comments
General Education	674		
Special Education Level 2	<u>27</u>		
Total Enrollment	701		
Kindergarten - Full-Day	96	3.6	
FRM Eligibility	29	<u>0.4</u>	FRM eligible students times .4 divided by 26.75
		4.0	Ratio 26.75 to 1
Kindergarten Teachers Rounded		4.0	
Grades 1 - 6	578		
Special Education Level 2	<u>27</u>		
	605	22.6	FRM eligible students times .4 divided by 26.75
			Ratio 26.75 to 1
FRM Eligibility	182	<u>2.7</u>	FRM
		25.3	
1 - 6 Teachers Rounded		25.0	ESOL students times .45
ESOL (3 & 4)	79	35.6	
ESOL (1 & 2)	58	<u>29.0</u>	ESOL students times .50
		64.6	
ESOL Total Teachers		2.4	Total ESOL calculation divided by 26.75
ESOL Teachers Rounded		2.5	
Total K-6 Teachers including ESOL		31.5	

FY 2017 Average Elementary Class Size

- In FY 2017, a total of 3,478.5 classroom teachers are required to staff elementary classes for 77,767 general education students. Excluding kindergarten, the average divisionwide elementary school ratio is 22.4 students for each teacher.
- Excluding kindergarten, when resource teachers in special programs, librarians, school counselors, art, music, physical education, reading, and English for Speakers of Other Languages teachers are included, the divisionwide elementary school ratio is reduced to 14.6 students for each teacher.



Positions Budgeted for Average Size Elementary School (701 students)

- 1.0 Principal
- 1.0 Assistant Principal
- 1.5 School Counselors
- 25.0 Classroom Teachers
- 4.0 Kindergarten Teachers
- 1.0 Reading Teacher
- 0.5 Advanced Academic Resource Teacher
- 1.0 Librarian
- 6.0 Physical Education / Music / Art Teachers
- 0.5 Instrumental Music Teacher
- 2.0 Instructional Assistants
- 4.0 Kindergarten Assistants
- 5.0 Office Personnel
- 4.5 Custodians
- 9.0 Special Education Teachers
- 2.5 ESOL Teachers
- 9.0 Special Education Assistants
- 1.0 Speech and Language Teacher
- 1.0 School-Based Technology Specialist
- 0.5 Technology Support Specialist

Staffing

Middle School Teacher Staffing Formulas

Core and Noncore Teachers

General Education Enrollment x 7 (class periods) ÷ 137.0 (Regular Maximum Teacher Load)

Inclusive Practices Teachers

Special Education Level 2 x 3 (approximate class periods) ÷ 137.0 (Regular Maximum Teacher Load)

Weighted Factors

Free and Reduced-Priced Meals (FRM)

Weighted number of students based on the percentages below ÷ 137.0

Percentage of Eligible Students *Weight*

Less than 20	0.00
20	0.40
25	0.40
30	0.80
35	0.80
40	1.20
45	1.40
50	1.60
55	1.80
60 and above	2.00

ESOL

Number of students by Level
 1 and 2 x 2
 3 actual students
 4 ÷ 2

Total students by Level
 x 5 periods
 ÷ 137.0
 (Minimum Allocation of 2.0)

Middle School Staffing

At the middle school level, class size calculations assume students enroll in seven classes, and teachers have five periods with a base ratio of 27.4. Additionally, students eligible for free or reduced-price meals (FRM) and students receiving English for Speakers of Other Languages (ESOL) services are added to the formula based on weighted factors. School principals have flexibility in determining how positions will be used. In addition to basic staffing, FCPS provides supplemental staffing for special programs, such as International Baccalaureate Middle Years and Foreign Language Immersion Programs.

The chart in the margin provides a summary of middle school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas is found in the [Appendix](#). The chart below shows the results of applying the classroom teacher staffing formulas to a middle school with 1,118 students and 27.5 percent of the student population eligible for FRM.

Middle School Regular Staffing		Enrollment	Teachers
General Education		961	
Special Education Level 2		<u>157</u>	
Total Enrollment		1,118	
Core and Noncore Teachers		961 x 7 / 137.0	49.1
Inclusive Practices Teachers		157 x 3 / 137.0	3.4
FRM Eligibility	307	307 x .40 / 137.0	<u>0.9</u>
ESOL			53.4
1 & 2	32	32 x 2 = 64	
3	43	43 = 43	
4	56	<u>56 / 2 = 28</u>	
Total ESOL		135 x 5 / 137.0 =	4.9
ESOL Rounded			5.0
Total Teachers including ESOL			58.4

FY 2017 Average Middle School Class Size

- In FY 2017, a total of 1,459.8 classroom teachers are required to staff middle school classes for 25,703 general education students. Based on FY 2017 projected enrollment, the average divisionwide middle school ratio is 24.6 students for each teacher.
- When resource teachers in special programs, librarians, school counselors, reading, and English for Speakers of Other Languages teachers are included, the divisionwide middle school ratio is reduced to 20.3 students for each teacher.



Positions Budgeted for Average Size Middle School (1,118 students)

- 1.0 Principal
- 2.0 Assistant Principals
- 1.0 Director, Student Services
- 4.0 School Counselors
- 53.4 Classroom Teachers
- 1.0 Reading Teacher
- 1.0 Librarian
- 1.0 Assistant Librarian
- 0.5 Instrumental Music Teacher
- 3.0 Office Personnel
- 1.0 Finance Technician
- 7.5 Custodians
- 0.5 Operating Engineer
- 16.0 Special Education Teachers
- 5.0 ESOL Teachers
- 11.0 Special Education Assistants
- 1.0 After-School Specialist
- 1.0 Safety and Security Assistant
- 1.0 School-Based Technology Specialist
- 1.0 Technology Support Specialist

Staffing

High School Teacher Staffing Formulas

Core Teachers

General Education Enrollment
x 6 (class periods)
÷ 152.5
(Regular Maximum Teacher Load)

General Education Enrollment
x 6 (class periods)
÷ 143.4
(Thomas Jefferson High School for Science and Technology)

Inclusive Practices Teachers

Special Education Level 2
x 4 (class periods)
÷ 152.5
(Regular Maximum Teacher Load)

English Teachers

General Education Enrollment
÷ 120
(Regular Maximum Teacher Load)

Weighted Factors

Free and Reduced-Priced Meals (FRM)

Weighted number of students based on the percentages below
÷ 152.5

Percentage of Eligible Students	Weight
Less than 20	0.00
20	0.40
25	0.40
30	0.80
35	0.80
40	1.20
45	1.40
50	1.60
55	1.80
60 and above	2.00

ESOL

1.0	14.0 Level 1 students
1.0	18.1 Level 2 students
1.0	27.4 Level 3 students
1.0	63.6 Level 4 students

High School Staffing

At the high school level, class size calculations assume students enroll in seven classes, and teachers have five periods with a base ratio of 30.5 except English classes which have a base ratio of 24.0. Students eligible for free or reduced-price meals (FRM) are added to the formula based on weighted factors. School principals have flexibility in determining how positions will be used. Additional staffing is also provided to schools with International Baccalaureate, Advanced Placement, and/or JROTC Programs. Each school also receives other positions, such as a 1.0 assessment coach position and a 1.0 certified athletic trainer position.

The chart in the margin provides a summary of high school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas can be found in the [Appendix](#). The following chart shows the results of applying the classroom teacher staffing formulas to a high school with 2,239 students and 26.0 percent of the student population eligible for FRM.

High School Regular Staffing			
	Enrollment		Teachers
General Education	2,039		
Special Education Level 2	200		
Total Enrollment	2,239		
Core Teachers		$2,039 \times 6 / 152.5$	80.2
Inclusive Practices Teachers		$200 \times 4 / 152.5$	5.2
FRM Eligibility	582	$582 \times .40 / 152.5$	1.5
ESOL			
Base allocation		0.7	
Level 1	56	$56 / 14.0 = 4.0$	
Level 2	23	$23 / 18.1 = 1.3$	
Level 3	48	$48 / 27.4 = 1.8$	
Level 4	76	$76 / 63.6 = 1.2$	
Total ESOL		$0.7 + 4.0 + 1.3 + 1.8 + 1.2 = 9.0$	
ESOL			9.0
English Teachers		$2,039 / 120$	17.0
SOL Class Size Teacher ¹			<u>1.0</u>
Total Teachers including ESOL			114.0

¹All general high schools receive an additional 1.0 teacher position to meet core SOL class size.

FY 2017 Average High School Class Size

- In FY 2017, a total of 2,784.4 classroom teachers are required to staff high school classes for 51,234 general education students. Based on FY 2017 projected enrollment, the average divisionwide high school ratio is 25.8 students for each teacher.
- When all resource teachers in special programs, librarians, guidance counselors, reading teachers, assessment coaches, athletic trainers, and English for Speakers of Other Languages teachers are included, the divisionwide high school ratio is reduced to 21.1 students for each teacher



Positions Budgeted for Average Size High School (2,239 students)

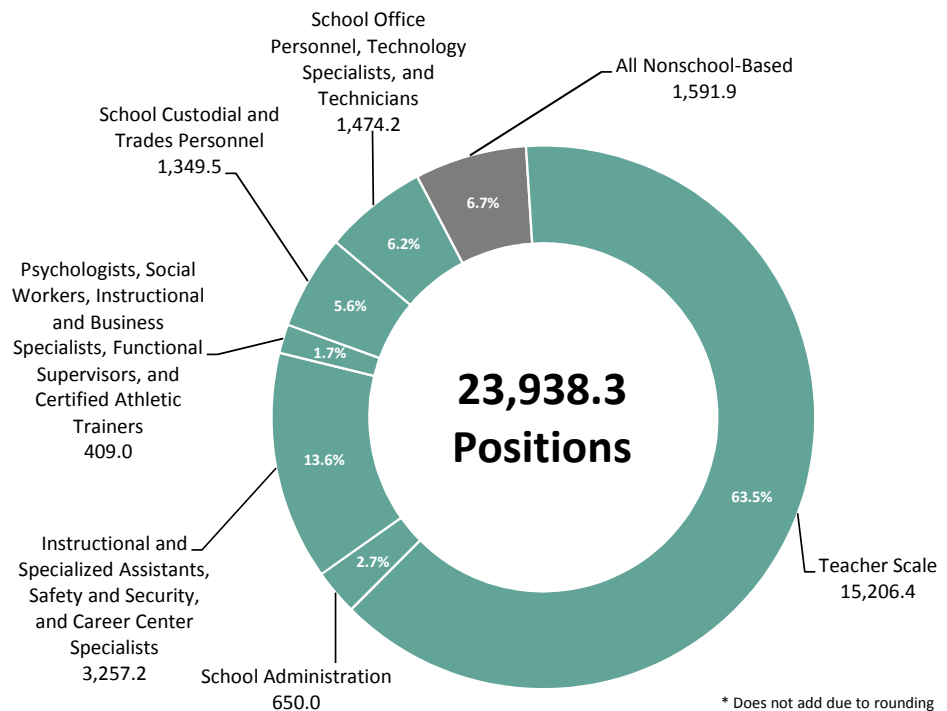
- 1.0 Principal
- 4.0 Assistant Principals
- 1.0 Director, Student Services
- 8.0 School Counselors
- 1.0 Director, Student Activities
- 0.5 Assistant Director, Student Activities
- 105.0 Classroom Teachers
- 1.0 Reading Teacher
- 2.0 Librarians
- 9.0 Office Personnel
- 1.0 Finance Technician
- 17.0 Custodians
- 0.5 Operating Engineer
- 29.0 Special Education Teachers
- 13.5 Special Education Assistants
- 9.0 ESOL Teachers
- 1.0 Career Center Specialist
- 1.0 Safety and Security Specialist
- 3.0 Safety and Security Assistants
- 1.0 School-Based Technology Specialist
- 1.0 Technology Support Specialist
- 1.0 Assessment Coach
- 1.0 Certified Athletic Trainer
- 1.0 Systems of Support Teacher

School Operating Fund Authorized Positions

FY 2017 Approved Budget Full-Time Positions

In FY 2017, FCPS expects to employ 23,938.3 full-time equivalent (FTE) positions. The charts below show, by position type, the number of school-based and nonschool-based authorized positions in the School Operating Fund. Additionally, FCPS budgets for hourly personnel (e.g., parent liaisons, substitutes, bus drivers, and bus attendants) which are not reflected in the charts below.

Majority of Employees are School-Based *



Over 93 percent of operating positions, or 22,346.3, are in classrooms and school buildings directly serving the needs of our students.

Over 93 percent of operating positions, or 22,346.3, are in classrooms and school buildings directly serving the needs of our students. The remaining 1,591.9 positions deliver central support to schools, are nonschool-based, and represent 6.7 percent of operating positions. Over 41 percent of nonschool-based FTEs are trades, transportation/custodial, and office assistant personnel, representing 2.7 percent of total FCPS-funded positions. By contrast, administrators (Leadership Team, directors, and coordinators) represent less than 1.0 percent of total FCPS School Operating Fund positions.

FY 2017 Nonschool-Based Positions by Type ¹		
Nonschool-based Position Category	Positions	Percent of Total Operating Positions
Leadership Team and Management	166.0	0.7%
Specialists-Professional	371.5	1.6%
Specialists-Technical	209.7	0.9%
Technician/Paraprofessional	187.6	0.8%
Office Assistant Personnel	195.1	0.8%
Trades Personnel	402.0	1.7%
Transportation ² /Custodial Personnel	60.0	0.3%
Total	1,591.9	6.7%

¹ Does not add due to rounding.

² FCPS does not include hourly paid bus drivers and attendants in position counts.

School Operating Fund Authorized Positions

Position Adjustments

The net impact of position adjustments is an increase of 111.2, or 0.5 percent, over the FY 2016 Revised Budget, and an increase of 69.4, or 0.3 percent, over the FY 2016 Approved Budget. The chart below illustrates by position type the net change in both school-based and nonschool-based positions while the chart in the margin provides an accounting of position changes by program/reason.

Position Type	Position Changes *			Change Approved to Approved		Change Approved to Revised	
	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved	Amount	Percent	Amount	Percent
Teacher Scale Positions	15,145.1	15,027.6	15,206.4	61.3	0.4%	178.8	1.2%
School Administration	657.0	657.0	650.0	(7.0)	-1.1%	(7.0)	-1.1%
Psychologists, Social Workers, Instructional and Business Specialists, Functional Supervisors, and Certified Athletic Trainers	410.5	412.5	409.0	(1.5)	-0.4%	(3.5)	-0.8%
Instructional and Specialized Assistants, Safety and Security Specialists and Assistants, and Career Center Specialists	3,205.1	3,278.8	3,257.2	52.1	1.6%	(21.6)	-0.7%
School Office Personnel, Tech Specialists, and Technicians	1,489.3	1,489.2	1,474.2	(15.0)	-1.0%	(15.0)	-1.0%
School Custodians and Trades Personnel	1,370.0	1,370.0	1,349.5	(20.5)	-1.5%	(20.5)	-1.5%
School-Based Total	22,276.9	22,235.2	22,346.3	69.4	0.3%	111.2	0.5%
All Nonschool-Based	1,591.9	1,591.9	1,591.9	0.0	0.0%	0.0	0.0%
Total	23,868.8	23,827.1	23,938.3	69.4	0.3%	111.2	0.5%

* Does not add due to rounding

School-Based Positions

In FY 2017, there is a net increase of 69.4 school-based positions over the FY 2016 Approved Budget and an increase of 111.2 over the FY 2016 Revised Budget. The increase over the approved is primarily due to increases in the staffing reserve to address elementary class size offset by a decrease in school-based positions resulting from enrollment and demographic adjustments. The increase over the FY 2016 Revised Budget also includes the return of 41.7 unused positions from the staffing reserve during the FY 2016 Third Quarter Budget Review.

Nonschool-Based Positions

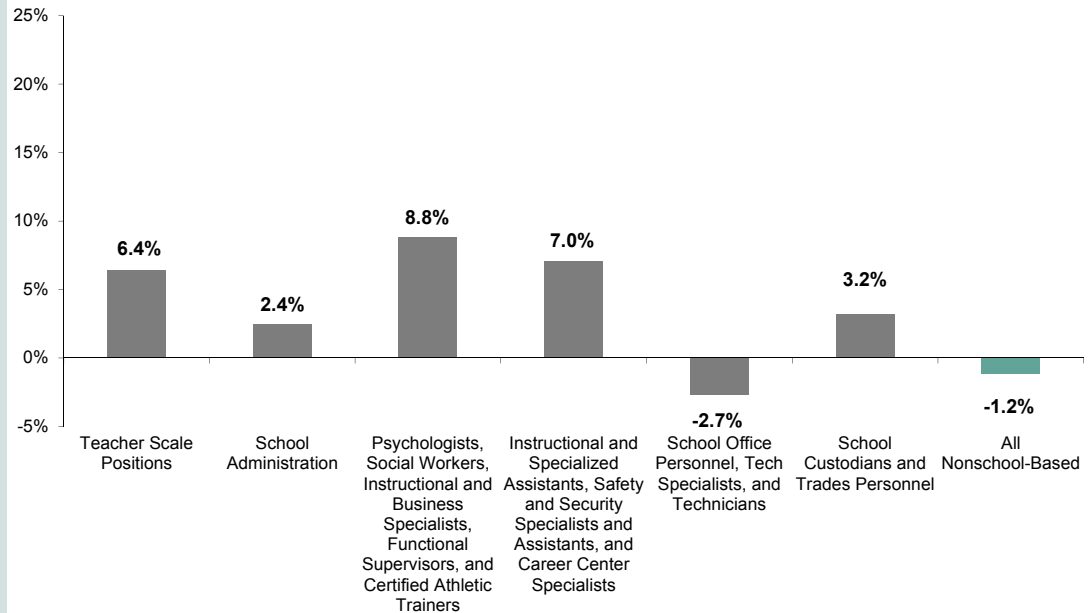
There is no change in the number of nonschool-based positions when compared to the FY 2016 Approved and Revised Budgets.

Since FY 2012, nonschool-based positions have decreased by a net of 1.2 percent, or 18.6 FTE positions, while school-based positions have increased by a net of 5.6 percent, or 1,176.7 FTE positions. The decrease in nonschool-based positions is due to budget reductions offset by an increase in positions for such programs as preventive maintenance, custodial central oversight, and transportation operations. Between FY 2010 and FY 2011, there was a permanent reduction of 99.5 nonschool-based positions; therefore, comparisons to FY 2012 do not reflect as substantial a reduction as in prior year comparisons. School-based positions were also reduced, but the cuts have been offset by positions added primarily due to rising student enrollment as well as increases to the staffing reserve to address large class sizes. This emphasizes FCPS' continued commitment to dedicating resources to the classroom.

FY 2017 Position Adjustment Summary*	
FY 2016 Approved	23,868.8
FY 2016 Third Quarter	
· Staffing Reserve- Nonrecurring**	(41.7)
FY 2016 Revised	23,827.1
FY 2016 Revised Excluding Nonrecurring Staffing Reserve	23,868.8
FY 2017 Adjustments	
· Enrollment and Demographic Adjustments	(96.1)
· Staffing Reserve Increase to Address Elementary Class Size	67.5
· Eliminate All Elementary Class Sizes 30 and Above	98.0
FY 2017 Approved	23,938.3
*Does not add due to rounding	
**Does not reflect 10.0 positions available as a result of one-time funding	

School Operating Fund Authorized Positions

**School-Based & Nonschool-Based Position Growth
FY 2012 Actual to FY 2017 Approved**



As shown in the following chart, in FY 1997, there were 10.4 nonschool-based positions per 1,000 students. Today there are only 8.5 nonschool-based positions per 1,000 students, whereas, school-based positions per 1,000 students have increased from 105.1 to 119.6 during the same period. This emphasizes that, despite rising costs, every effort is made to redirect existing resources to preserve classroom instruction.

Summary of Position Changes FY 1997 - FY 2017

Fiscal Year	Positions		Change from Prior Year		Student Enrollment	Positions per 1,000 Students	
	SB	NSB	SB	NSB		SB	NSB
FY 1997	15,323.2	1,514.8	454.1	(30.8)	145,805	105.1	10.4
FY 1998	15,809.8	1,502.1	486.6	(12.7)	148,036	106.8	10.1
FY 1999	16,505.7	1,544.6	695.9	42.5	151,418	109.0	10.2
FY 2000	17,428.0	1,591.6	922.3	47.0	154,523	112.8	10.3
FY 2001	18,354.5	1,615.9	926.5	24.3	158,331	115.9	10.2
FY 2002	18,845.8	1,664.3	491.3	48.4	161,385	116.8	10.3
FY 2003	19,062.0	1,650.3	216.2	(14.0)	163,386	116.7	10.1
FY 2004	19,409.4	1,659.5	347.4	9.2	164,195	118.2	10.1
FY 2005	19,853.8	1,710.3	444.4	50.8	164,408	120.8	10.4
FY 2006	20,144.2	1,727.3	290.4	17.0	164,284	122.6	10.5
FY 2007	20,264.1	1,739.8	119.9	12.5	164,486	123.2	10.6
FY 2008	20,504.1	1,756.5	240.0	16.7	166,307	123.3	10.6
FY 2009	20,552.9	1,758.3	48.8	1.8	169,538	121.2	10.4
FY 2010	20,374.5	1,700.0	(178.4)	(58.3)	172,391	118.2	9.9
FY 2011	20,549.2	1,600.5	174.7	(99.5)	174,933	117.5	9.1
FY 2012	21,169.6	1,610.5	620.4	10.0	177,918	119.0	9.1
FY 2013	21,850.7	1,619.9	681.1	9.4	181,259	120.5	8.9
FY 2014	22,175.4	1,667.9	324.7	48.0	183,895	120.6	9.1
FY 2015	21,853.8	1,589.9	(321.7)	(78.0)	185,914	117.5	8.6
FY 2016 ¹	22,235.2	1,591.9	381.4	2.0	185,979	119.6	8.6
FY 2017 ²	22,346.3	1,591.9	111.2	0.0	186,842	119.6	8.5

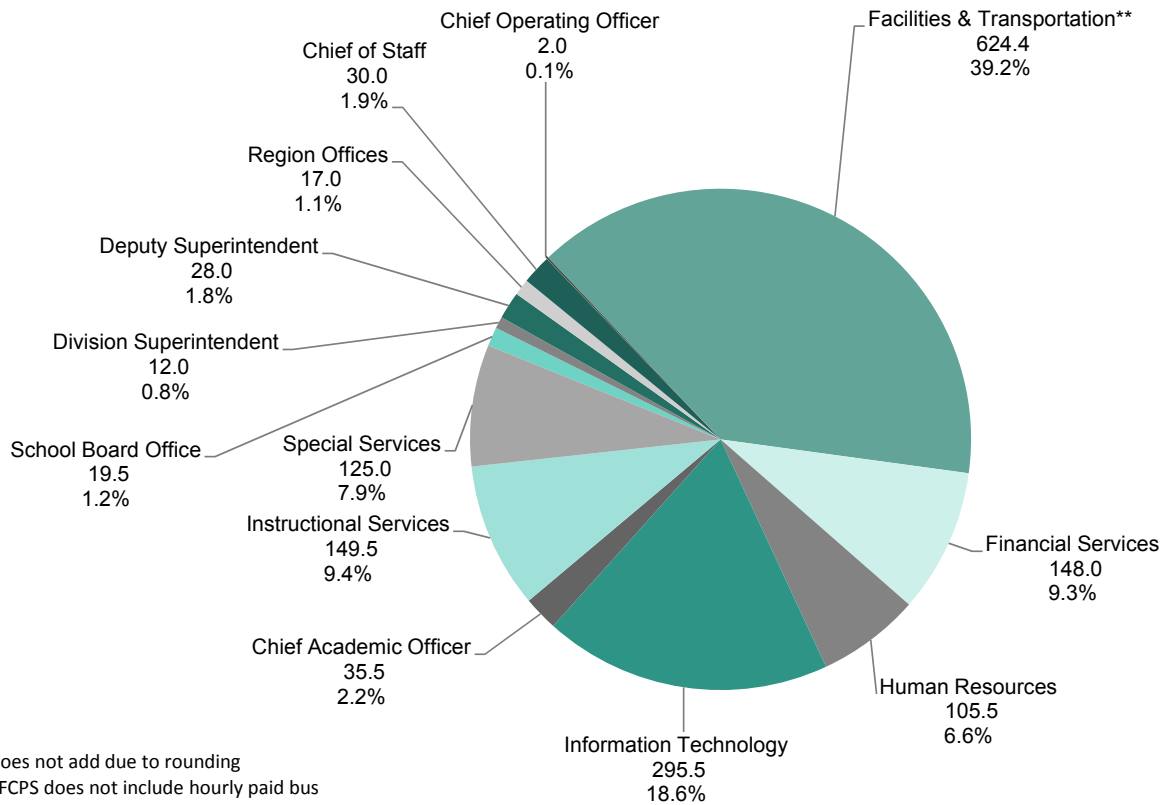
¹FY 2016 reflects the revised budget.

²FY 2017 reflects the approved budget. Student enrollment reflects the FY 2017 enrollment after excluding students served outside of FCPS and at Fairfax Adult HS.

School Operating Fund Authorized Positions

The following chart displays nonschool-based positions by chief, department, and region. Of the total nonschool-based positions, 39.2 percent support FCPS' maintenance, transportation, and facility requirements in the Department of Facilities and Transportation Services. In addition, 35.8 percent from the departments of Special Services, Instructional Services, and Information Technology support the educational program through curriculum, staff development, student services, school information services, and library operations. The remaining positions support requirements such as recruiting, hiring, and other human resources functions; payroll and accounting; and central management.

FY 2017 Nonschool-Based Full-Time Positions*



Cost Per Pupil

Cost-per-pupil calculations provide an overall view of the cost of all programs that can be used to compare how school systems spend their funds.

After adjusting for inflation, FCPS is spending less per pupil than in FY 2009.

In FY 1997, there were 10.4 nonschool-based positions per 1,000 students. Today there are only 8.5 nonschool-based positions per 1,000 students.

Overview

Cost-per-pupil calculations provide an overall view of the cost of all programs that can be used to compare how school systems spend their funds. These comparisons may be made between school districts or as a time-series comparison within one district. A divisionwide cost per pupil is computed annually using a methodology agreed on by the Washington Area Boards of Education (WABE).

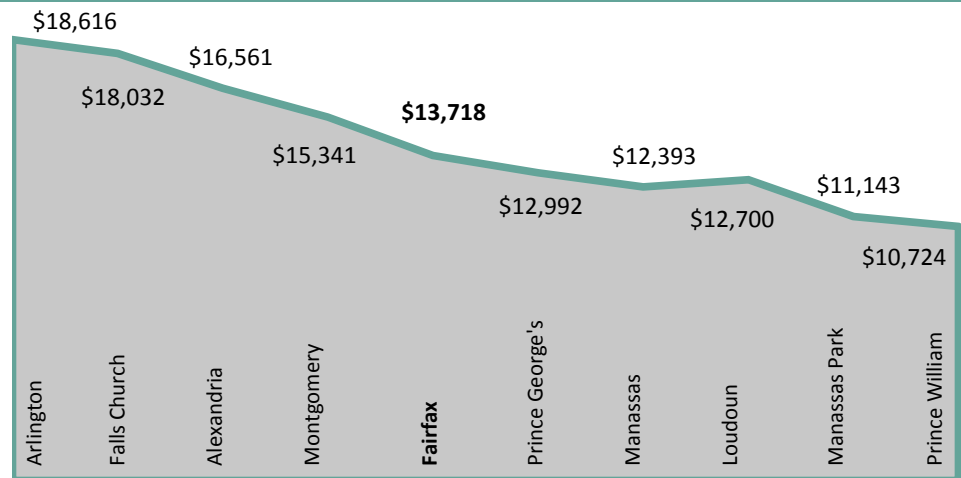
The WABE calculation includes general education, special education, and federal entitlement grants, as well as all support expenditures in the operating fund, but it excludes operating fund transfers to the Family and Early Childhood Education Program (FECEP), Adult and Community Education (ACE), and debt service. These WABE-adjusted expenditures are divided by the total approved student enrollment to determine the approved WABE cost per pupil.

WABE Comparative Cost per Pupil

The FY 2016 approved divisionwide average cost-per-pupil ratios, calculated according to WABE guidelines, are shown in the chart below. In FY 2016, FCPS maintained its ranking in the middle compared to other school districts in the metropolitan area with a cost per pupil of \$13,718. The FY 2016 WABE cost per pupil was an increase of \$199 from the FY 2015 cost per pupil of \$13,519. This increase was due to the fact that FCPS' FY 2016 approved enrollment increased by 0.9 percent while FY 2016 WABE adjusted School Operating Fund expenditures increased by 2.4 percent.

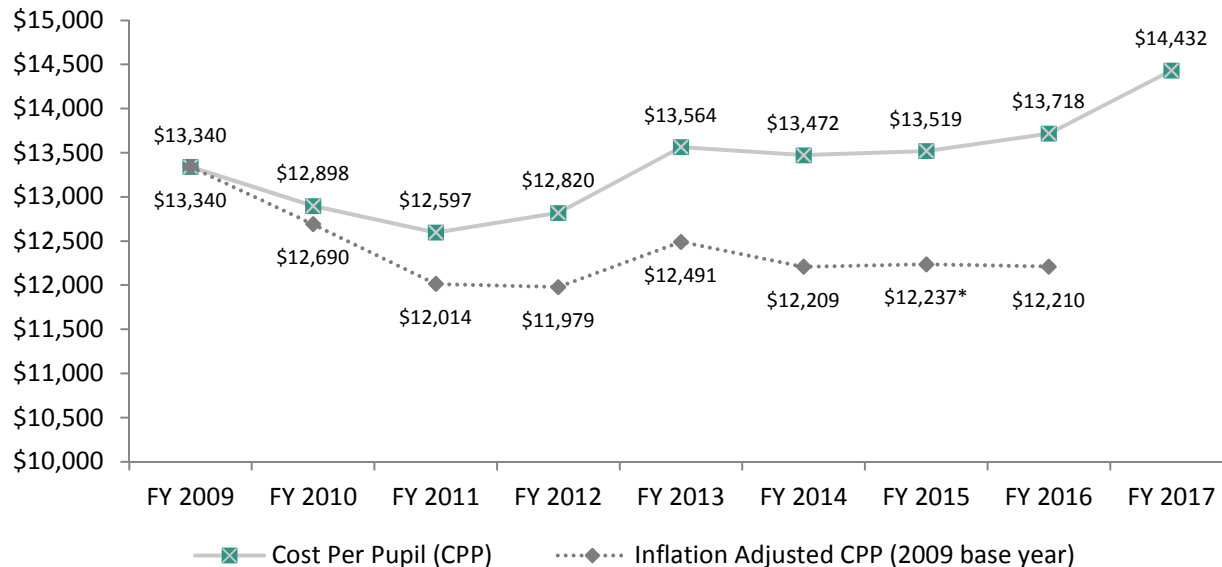
FCPS Cost Per Pupil Ranks in the Middle

FY 2016 WABE Comparison to Other School Divisions ¹



¹ Source: FY 2016 Washington Area Boards of Education (WABE) Guide

FCPS Cost Per Pupil Over Time



*The Department of Labor, Consumer Price Index (CPI) calculator uses the average CPI for a given calendar year. In the FY 2016 Approved Budget book the CPI for FY 2015 was calculated prior to the end of calendar year 2015. The FY 2015 adjusted CCP has been updated to reflect the full year average CPI rate.

Per-pupil spending has increased by 0.3 percent in FY 2015 and by 1.5 percent in FY 2016. Over the nine year period between FY 2009 and FY 2017, FCPS' cost per pupil increased by \$1,092, or 8.2 percent. However, after adjusting for inflation, FCPS' FY 2016 per-pupil spending is less than in FY 2009.

Cost Per Pupil

The FCPS FY 2017 average general education and average special education cost per pupil and per-service costs are derived using direct and indirect costs and student enrollment or services rendered. The WABE Cost Per Pupil figure shown in the bottom line of the following table is the FCPS average per pupil cost for all instructional programs. Cost per-pupil figures are computed by identifying all School Operating Fund (SOF) costs and entitlement grants directly associated with an instructional program, such as Title I, FECEP/Head Start, or elementary general education. Indirect costs such as instructional support, facilities management, general support, and central administration are distributed proportionally based on student enrollment. Transportation expenses are distributed to each program according to the actual costs of providing services. Total expenditures divided by program enrollment determine average per pupil costs. The following table shows FCPS' average cost-per-pupil data for three years.

In addition to an average for all instructional programs, per-pupil costs are also calculated for specific general education instructional programs like Family and Early Childhood Education Program (FECEP)/Head Start, as well as a weighted average for general education programs.

The FCPS FY 2017 average general education and average special education cost per pupil and per-service costs are derived using direct and indirect costs and student enrollment or services rendered.

Cost Per Pupil

The FY 2017 approved WABE cost per pupil is \$14,432, which is calculated based on averages for general education and special education.

FY 2017 Approved Cost Per Pupil Summary					
	FY 2015 Approved	FY 2016 Approved	FY 2017 Approved	Change	
				FY 2016 - FY 2017 Amount	Percent
General Education					
FECEP/Head Start	\$14,046	\$13,643	\$15,030	\$1,387	10.2%
Elementary School Program	\$10,916	\$11,244	\$11,905	\$661	5.9%
Middle School Program	\$11,387	\$11,419	\$11,851	\$432	3.8%
High School Program	\$12,125	\$12,131	\$12,712	\$581	4.8%
Average for General Education	\$11,356	\$11,546	\$12,150	\$604	5.2%
Average for Special Education	\$22,789	\$23,044	\$24,090	\$1,046	4.5%
WABE Cost Per Pupil	\$13,519	\$13,718	\$14,432	\$714	5.2%

A number of budget changes and economic factors converge to influence per-pupil costs. Since virtually all operating fund expenditures are included in cost-per-pupil calculations, factors such as compensation increases, the reduction of elementary class size, and retirement rate adjustments that increase costs by a greater percentage than the growth in students put upward pressure on the cost per pupil.

Conversely, several factors put downward pressure on the cost to educate each student in each cost-per-pupil category because they are decreasing or increasing less than the growth in students or services. For the FY 2017 Approved Budget, these budget changes primarily include: reductions due to position turnover; a reduction of one-time funding from the staffing and transportation radio reserve, and reductions associated with enrollment and student demographics.

The FY 2017 WABE cost per pupil is \$14,432, which is calculated based on averages for general education and special education.

The FY 2017 general education cost per pupil for FECEP, Head Start, and Early Head Start increased by \$1,387, or 10.2 percent, over the FY 2016 Approved Budget. Although enrollment projections remained flat for FY 2017, the cost per pupil increased due to compensation increases, and an increase to an entitlement grant for FECEP.

The FY 2017 general education cost per pupil for elementary school (includes ESOL) increased by \$661, or 5.9 percent, due to the fact that enrollment projections decreased by 2.2 percent, while total costs increased by 3.5 percent. The cost per pupil for elementary school is particularly impacted by the following: compensation increases, the reduction of elementary class sizes, and one-time funding for replacement equipment.

The FY 2017 general education cost per pupil for middle school (includes ESOL) increased by \$432, or 3.8 percent, due to the fact that total costs increased by 4.4 percent while enrollment projections increased by 0.8 percent. The cost per pupil for middle school is particularly impacted by the following: enrollment growth, compensation increases, and one-time funding for replacement equipment.

The general education cost per pupil for high school (includes ESOL) increased by \$581, or 4.8 percent, over the FY 2016 Approved Budget, indicating that total costs increased by 4.3 percent, while enrollment projections decreased slightly by 0.2 percent. The cost per pupil for high school is impacted by the following: increases in ESOL services, compensation increases, and one-time funding for replacement equipment.

Cost Per Pupil

The FY 2017 average cost per pupil for general education (includes ESOL) increased by \$604, or 5.2 percent, over the FY 2016 Approved Budget, which includes the combined impacts of FECEP/Head Start, elementary, middle and high school programs. The FY 2017 average cost of ESOL in the cost-per-service calculation is described separately in the Cost Per Service section.

The FY 2017 average cost per pupil for special education increased by \$1,046, or 4.5 percent, over the FY 2016 Approved Budget. This increase in average cost per pupil for special education is due to growth in more resource-intensive services in Category B and Level 2 special education services and compensation increases. A net special education cost per pupil is calculated because a student not enrolled in special education would be enrolled in the general education program. For FY 2017, the additional net cost per pupil for special education is \$11,940 compared to \$11,498 in FY 2016.

The increase in average cost per pupil for special education is due to growth in more resource-intensive services in Category B and Level 2 special education services and compensation increases.

Cost Per Service

Cost-per-service calculations show the cost of providing a specific type of educational service to a student.

Cost Per Service

While per pupil costs are calculated based on total expenditures and total student enrollment, cost-per-service calculations show the cost of providing a specific type of educational service to a student. Special education costs for specific programs or services (e.g., preschool special education or Level 1 services) are calculated by services provided because special education is delivered on a per-service basis and many students receive more than one service. The cost per service for special education and alternative-program students is higher than for other programs, due primarily to lower pupil-teacher ratios and higher transportation costs.

In addition, because alternative school expenditures cross multiple programs (e.g., instructional support, special education, high school) and English for Speakers of Other Languages (ESOL) services are delivered on a per-service basis, these average costs are reported alongside special education services. The table below summarizes the cost per service for the various alternative school programs, ESOL, and special education for each of its major service delivery modes.

FY 2017 Approved Cost Per Service Summary					
	FY 2015 Approved	FY 2016 Approved	FY 2017 Approved	Change	
				FY 2016 - FY 2017 Amount	Percent
Alternative Programs					
Alternative HS Programs	\$18,768	\$18,348	\$19,038	\$690	3.8%
Department of Special Services Alternative Programs	\$30,238	\$30,361	\$31,504	\$1,143	3.8%
English for Speakers of Other Languages					
Average for ESOL	\$3,082	\$3,307	\$3,745	\$438	13.2%
Special Education					
Preschool	\$19,935	\$20,285	\$20,826	\$541	2.7%
Level 1 Services	\$5,937	\$5,929	\$6,075	\$146	2.5%
Level 2 Services	\$26,982	\$27,339	\$28,334	\$995	3.6%
Related Services	\$5,499	\$5,506	\$5,789	\$283	5.1%
Average for Special Education (per Svc)	\$12,826	\$13,057	\$13,585	\$528	4.0%

The alternative high school program includes Bryant and Mountain View Alternative High Schools and the Fairfax County Adult High School. For FY 2017, enrollment is projected to decrease by 3.0 percent in the alternative high school program while total costs are projected to increase by 0.6 percent. As a result, the cost per service increases by 3.8 percent. Other alternative programs, such as Intervention and Prevention Services, Interagency Schools, and Achievement, Integrity, and Maturity (AIM) are classified together as Department of Special Services (DSS) Alternative Programs. Projected enrollment for DSS Alternative Programs increased by 1.3 percent due to actual enrollment trends while total costs increase 5.1 percent, resulting in a 3.8 percent cost per service increase.

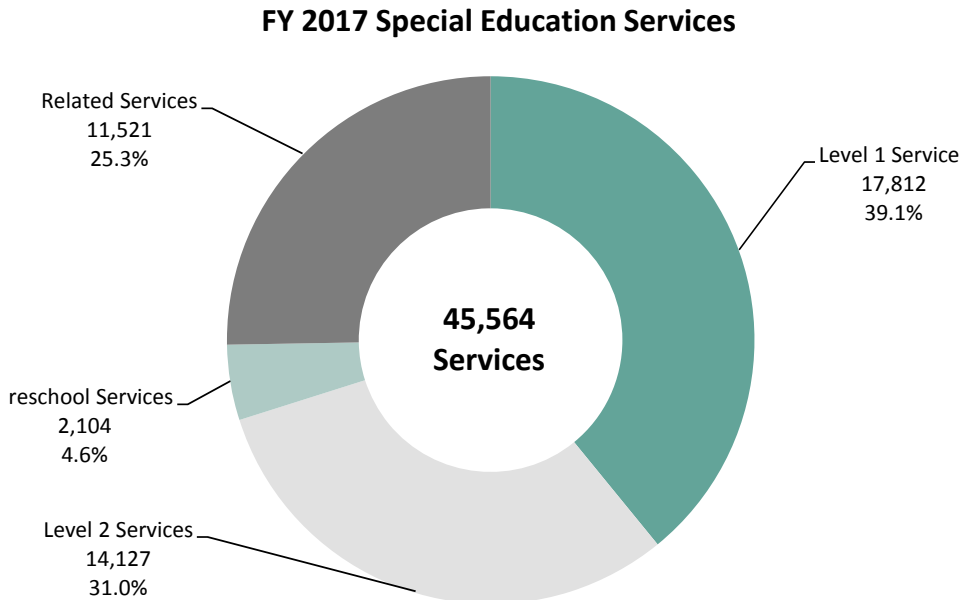
From the FY 2016 Approved Budget to the FY 2017 Approved Budget, total costs included in the cost-per-service calculation for ESOL increased 14.7 percent primarily due to a projected enrollment increase of 1.3 percent resulting in 38.3 added positions and compensation increases. As a result, the cost per service for ESOL increases 13.2 percent.

For FY 2017, total special education services are projected to increase by 0.6 percent over the FY 2016 Approved Budget; direct costs are projected to increase 5.2 percent due to compensation increases and growth in more resource intensive services in Category B and Level 2 special education services; and total costs are expected to increase 4.7 percent. Service growth and compensation adjustments result in year-over-year variances in per-service costs ranging from an increase of 2.5 percent to 5.1 percent. The average cost per service for special education is \$13,585, an increase of \$528, or 4.0 percent, over the FY 2016 Approved Budget.

Special Education Services and Enrollment

Special education services are determined by each student's Individualized Education Program (IEP), which is developed by a team, including school staff, parents, and at the secondary level, the student.

Special education services are classified in four different modes. The distribution of services is shown in the following chart.



- Level 1 services are those provided to students for less than 50 percent of the school day. These services may be provided to students in a general education setting or in a more restrictive setting. If a student receives only Level 1 services, he or she is counted for FCPS enrollment purposes as a general education student.
- Level 2 services are those provided to students for 50 percent or more of the school day. These services may be provided in a general education or more restrictive setting. Students receiving Level 2 services are reported as special education students in FCPS enrollment.
- Preschool special education services are provided to students under the age of five. These services may be provided either in a classroom setting or in the child's home. These students are reported as special education students in FCPS' enrollment.
- Related services are categorized as therapy services, assistive technology services, adaptive physical education services, audiology services, and career and transition services. Related services are provided to students already receiving Level 1, Level 2, or preschool special education services.

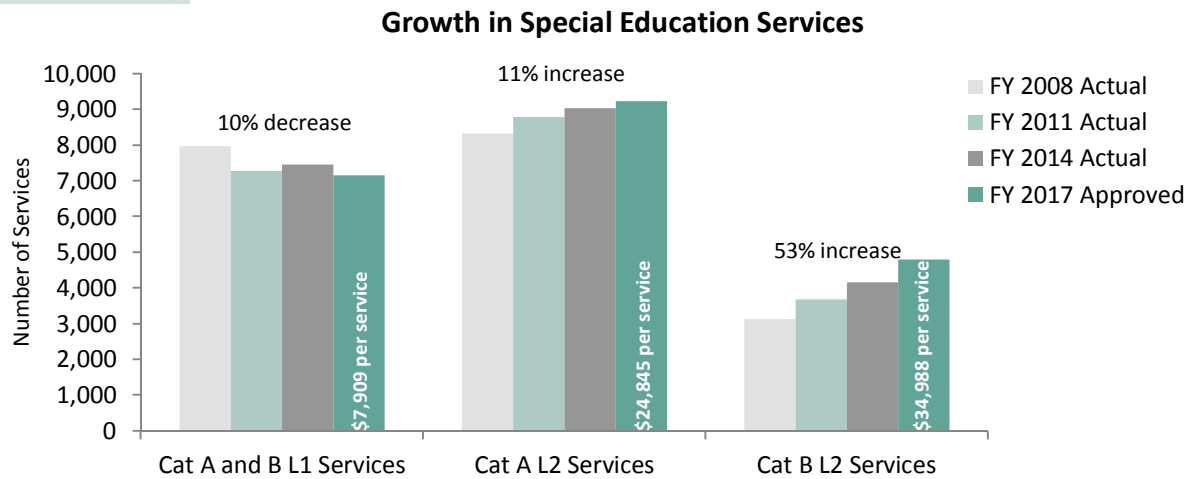
In FY 2017, 45,564 special education services will be provided to 25,995 students. Services are provided in the areas of learning disabilities and emotional disabilities (Category A services); in autism, intellectual disabilities, noncategorical elementary, and physical disabilities (Category B services); in adaptive physical education, communication disorders, deaf and hard-of-hearing, assistive technology, class-based preschool, preschool resource, preschool autism classes, therapy services (physical or occupational), visual impairment, and career and transition services. Most students receive their primary service in either Category A or Category B.

Special education services are determined by each student's Individual Education Program (IEP), which is developed by a team, including school staff, parents, and at the secondary level, the student.

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Special Education Services

Over the past ten years, as shown in the graph below, more resource intensive Category B Level 2 services have grown by 53 percent and Category A Level 2 services have grown by 11 percent. In contrast, less resource intensive Category A and Category B Level 1 services have declined by 10 percent.



The provision of special education services is mandated by the Individuals with Disabilities Education Act (IDEA).

In FY 2017, students receiving special education services will make up 13.9 percent of the total FCPS enrollment.

Staffing for the provision of these services is based on ratios established by the Fairfax County School Board (see Staffing Standards in the Appendix for details). The provision of special education services is mandated by the Individuals with Disabilities Education Act (IDEA). Specific regulations governing FCPS' special education program are established by the Commonwealth of Virginia and mandate that special education be staffed according to ratios for each category/service provided at a site. The State staffing ratios are treated as caps, so if a class is one student over the ratio, additional staff must be added. This requirement applies whether the additional student is added in September or May.

In FY 2017, students receiving special education services will make up 13.9 percent of the total FCPS enrollment as shown in the following chart. Students receiving Level 1 services make up 5.2 percent of the FY 2017 total, while students receiving Level 2 services or preschool services make up 8.7 percent of the total enrollment.

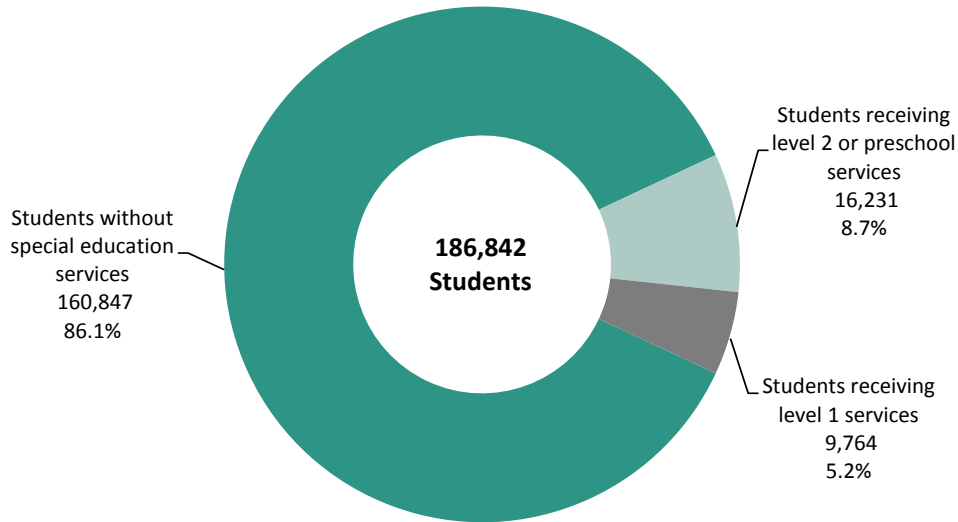
Because of the difficulty in hiring certified special education teachers after the beginning of the school year, special education staffing projections take into account the growth in services that occurs during the school year. This growth occurs for several reasons:

- FCPS students, at their annual IEP meeting, move from Level 1 to Level 2 status.
- FCPS students who had not previously received special education services are found eligible.
- FCPS students, at their annual IEP meeting, are found to need a different combination of services or additional services.
- Students from outside FCPS move to the area and are found eligible for special education services.

An additional factor influencing special education staffing and costs is the number of services provided to each special education student. Since FY 2010, the average number of services provided to each special education student has remained at 1.8 services per student.

The chart below provides a breakdown of services by category and level. FCPS has seen, and is projecting to continue to see, a shift in special education services to more resource intensive Category B services, which are projected to grow 3.9 percent from FY 2016 to the FY 2017 Approved Budget while less resource intensive Category A services are projected to grow by less than 1 percent over the same time period.

FY 2017 Projected Unduplicated Enrollment



An additional factor influencing special education staffing and costs is the number of services provided to each special education student.

Special Education Services

Special Education Services and Enrollment					Change FY 2016 Actual - FY 2017 Approved	
	FY 2015 Actual	FY 2016 Approved	FY 2016 Actual	FY 2017 Approved	Amount	Percent
Category A Services						
<i>Level 1</i> ¹						
Emotionally Disabled	675	659	630	617	(13)	-2.1%
Learning Disabled	5,288	5,276	5,014	5,266	252	5.0%
<i>Level 2</i> ²						
Emotionally Disabled	1,064	1,079	1,066	1,063	(3)	-0.3%
Learning Disabled	8,113	8,146	8,286	8,171	(115)	-1.4%
Subtotal Category A Services	15,140	15,160	14,996	15,117	121	0.8%
Category B Services						
<i>Level 1</i> ¹						
Autism	647	662	651	637	(14)	-2.2%
Davis and Pulley Center Services	1	0	3	3	0	0.0%
Intellectually Disabled	91	86	76	72	(4)	-5.3%
Physically Disabled	38	41	38	38	0	0.0%
Noncategorical	505	524	500	525	25	5.0%
<i>Level 2</i> ²						
Autism	1,796	1,903	1,976	2,087	111	5.6%
Davis and Pulley Center Services	234	240	253	255	2	0.8%
Intellectually Disabled	1,078	1,107	1,070	1,120	50	4.7%
Physically Disabled	108	115	108	111	3	2.8%
Noncategorical	1,156	1,204	1,172	1,228	56	4.8%
Subtotal Category B Services	5,654	5,882	5,847	6,076	229	3.9%
Other Services						
<i>Level 1</i> ¹						
Preschool Resource	781	912	801	900	99	12.4%
Deaf/Hard-of-Hearing	319	308	332	336	4	1.2%
Vision-Impaired	314	315	317	301	(16)	-5.0%
Speech and Language Impaired	9,940	9,933	9,996	10,017	21	0.2%
<i>Level 2</i> ²						
Preschool	1,000	952	1,002	943	(59)	-5.9%
Preschool Autism	272	243	252	261	9	3.6%
Deaf/Hard-of-Hearing	76	86	72	81	9	12.5%
Vision-Impaired	14	12	9	11	2	22.2%
Subtotal Other Services	12,716	12,761	12,781	12,850	69	0.5%
Related Services						
Adaptive Physical Education	2,115	2,010	2,208	2,170	(38)	-1.7%
Audiology Services	266	268	259	267	8	3.1%
Career and Transition Services	3,505	3,531	3,669	3,485	(184)	-5.0%
Assistive Technology Services	2,823	2,764	2,888	2,683	(205)	-7.1%
Therapy Services	2,844	2,916	2,823	2,916	93	3.3%
Subtotal Related Services	11,553	11,489	11,847	11,521	(326)	-2.8%
Total Services	45,063	45,292	45,471	45,564	93	0.2%
Unduplicated Special Education Enrollment						
Students Enrolled in FCPS	25,087	25,247	25,325	25,570	245	1.0%
Contract Services Students	290	300	292	300	8	2.7%
Private School Students	113	115	123	125	2	1.6%
Unduplicated Enrollment Count³	25,490	25,662	25,740	25,995	255	1.0%

¹ Level 1 services are those which are provided for less than 50 percent of the instructional day.

² Level 2 services are those which are provided for 50 percent or more of the instructional day.

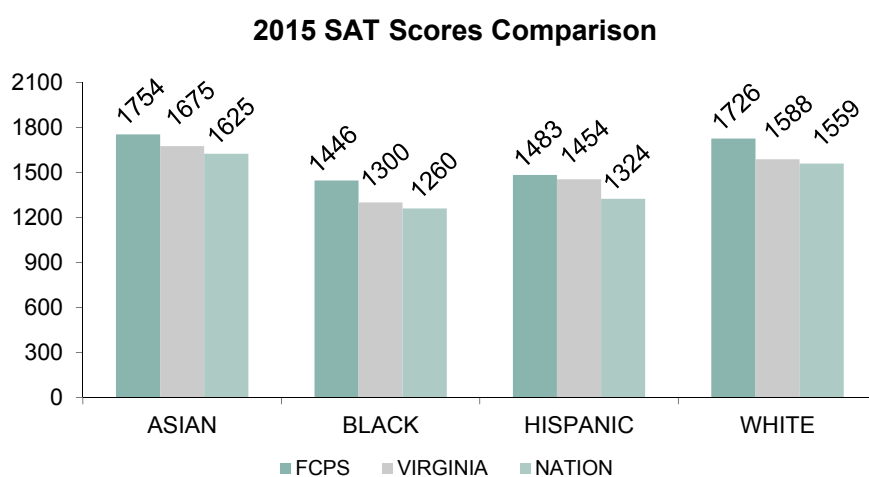
³ Total number of students receiving one or more special education services for whom FCPS is responsible.

Student Achievement

FCPS is focused on excellence in the classroom, in the school, and in the management of its schools. This commitment is not only demonstrated by the wide variety of awards that its schools, students, and staff receive, but also through many other measures of achievement. A few of the most significant measures are cited in this section.

SAT Scores

FCPS' commitment to the achievement of all students is reflected in the division's SAT scores. Despite the size and diversity of FCPS, the SAT scores of its students are consistently well above both state and national averages. For the 2014-2015 school year, FCPS' average overall composite SAT score was 1669, compared to the Virginia average of 1523 and the national average of 1462. Additionally, FCPS students posted higher scores than students in the state or nation by subgroup as shown in the table below.



Standards of Learning Scores

Based on data released by the Virginia Department of Education (VDOE), FCPS students continue to pass the Virginia Standards of Learning (SOL) tests at a higher rate than students statewide. Four years ago, as part of an effort to better prepare students for success in college and the work force, the Virginia Board of Education introduced SOL mathematics tests based on more challenging standards. Similarly, three years ago the SOL reading, writing, and science tests were changed to reflect the increased rigor of new standards. Despite the more rigorous assessments, in 2014-2015, FCPS pass rates surpassed the state pass rates in all grade levels and subjects except for Algebra II, Chemistry, and Virginia Studies. Notably, FCPS pass rates exceeded the state pass rates by 10 or more points in mathematics at grade 7 and in geography at end-of-course level. When compared with last year's performance, FCPS pass rates had no change in Science and History/Social Studies, and increased by four points in reading, two points in mathematics, and one point in writing.

FCPS Student Passages Reports

The Passages Monitoring Reports provide the outcomes of composite measures reflecting overall student and division performance on Student Achievement Goals 1, 2, and 3 at key stages ("passages") in students' careers. The following chart shows the overall accomplishment of FCPS students with respect to the School Board's

Graduates in 2015 from Virginia's public schools achieved significant gains and outperformed their nationwide peers in all three sections of the SAT.

FCPS Average SAT Score	
School Year	Score
2009-2010	1664
2010-2011	1654
2011-2012	1659
2012-2013	1663
2013-2014	1668
2014-2015	1669

Comparison of SAT Scores School Year 2014-2015	
Alexandria City	1433
Arlington County	1680
Fairfax County	1669
Falls Church City	1766
Loudoun County	1612
Manassas City	1433
Manassas Park City	1437
Montgomery County	1629
Prince George's County	1199
Prince William County	1507
US Average	1462
Virginia Average	1523

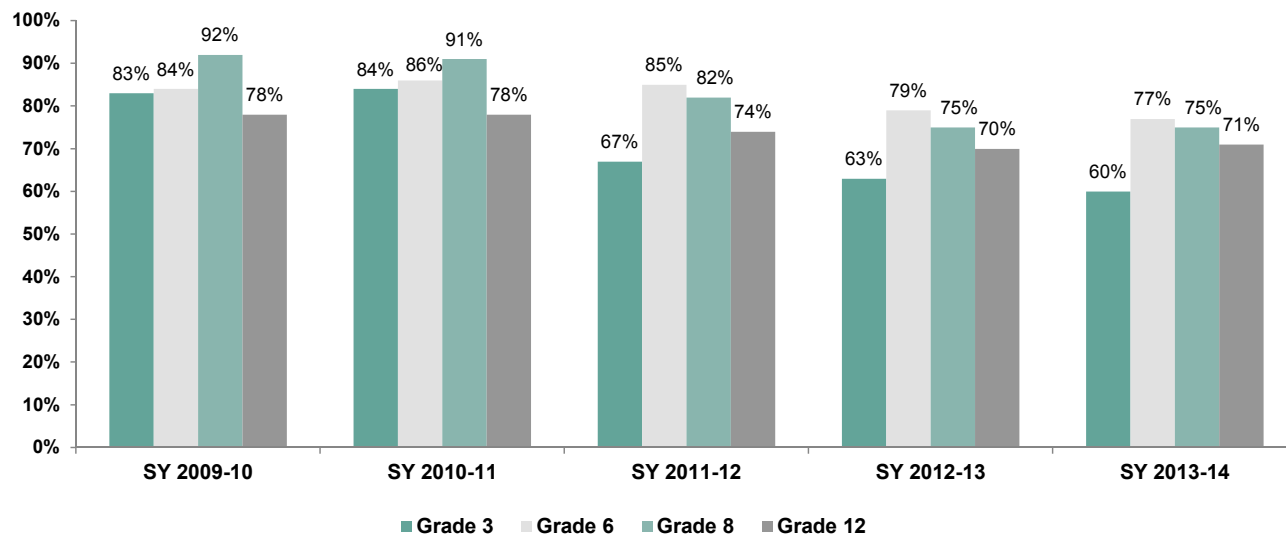
Source: 2016 WABE Guide

The Passages Monitoring Reports provide the outcomes of composite measures reflecting overall student and division performance on student achievement goals 1, 2, and 3 at key stages ("passages") in students' careers.

Student Achievement

Student Achievement Goals. Composite indicators measure the accomplishment of FCPS students relative to current Commonwealth of Virginia SOL benchmarks. A composite is a way of reflecting performance across multiple areas. In grades 3 to 8, the composite represents the percent of students tested who passed both reading and mathematics Standards of Learning assessments. This reflects a change in composites since school year 2013-14 due to the 2014 General Assembly amended § 22.1-253.13:3.C of the Code of Virginia to eliminate several Standard of Learning tests. In grade 12, the composites reflects the percent of students in the cohort who met FCPS' expectations during their time in high school by passing five specific end-of-course SOLs- Reading, Writing, Algebra II, Chemistry, and VA/US History.

Passages Academic Composite Results



Composites in grade 3, 6 and 8 only include reading and mathematics since SY 2013-14 due to changes in the legislation in the 2014 General Assembly amended § 22.1-253.13:3.C of the Code of Virginia to eliminate several Standard of Learning tests. Composites were recalculated for previous years in the chart above for comparison.

FCPS students receive many types of recognition:

- 237 FCPS students from 19 high schools have been named National Merit Scholarship semifinalists for 2016
- 44 FCPS students won scholarships from the National Merit Scholarship Corporation

Other Measures of High Academic Achievement

SAT and SOL testing are measures of academic achievement in which FCPS students consistently perform well. FCPS students receive many other types of recognition. For instance, two hundred thirty-seven FCPS students from 19 high schools have been named semifinalists by the National Merit Scholarship Corporation (NMSC) for 2016, an all-time high for FCPS. Of those, 44 FCPS students from 9 high schools were named winners for 2016.

In the spring of 2014, 25 Fairfax County Public Schools participated in the Organization for Economic Cooperation and Development (OECD) Test for Schools. The Test for Schools is a school-level assessment developed by the OECD and is based on the internationally recognized Programme for International Student Assessment (PISA) which is also organized by the OECD in partnership with participating countries and economies. PISA is an international study that aims to evaluate education systems worldwide every three years by assessing 15-year-olds' competencies in the key subjects: reading, mathematics, and science. Like the main PISA assessment, the OECD Test for Schools measures the applied knowledge and competencies in reading, mathematics, and science of a sample of 15-year-old students. Because results from the test are intended to be comparable to the original scales of the PISA assessment, the OECD Test for Schools makes it possible to directly benchmark student performance with that of peers around the world. The PISA frameworks on which the test is based draw from the best expertise in assessment practices internationally.

Since the frameworks are not pegged to specific curriculum or content standards, the OECD Test for Schools provides a broad, global reflection of the skills that students will need in the 21st century. Compared to the 2009 average US scores, FCPS students (n=1,588) scored 23 points higher in reading, 37 points higher in math, and 29 points higher in science.

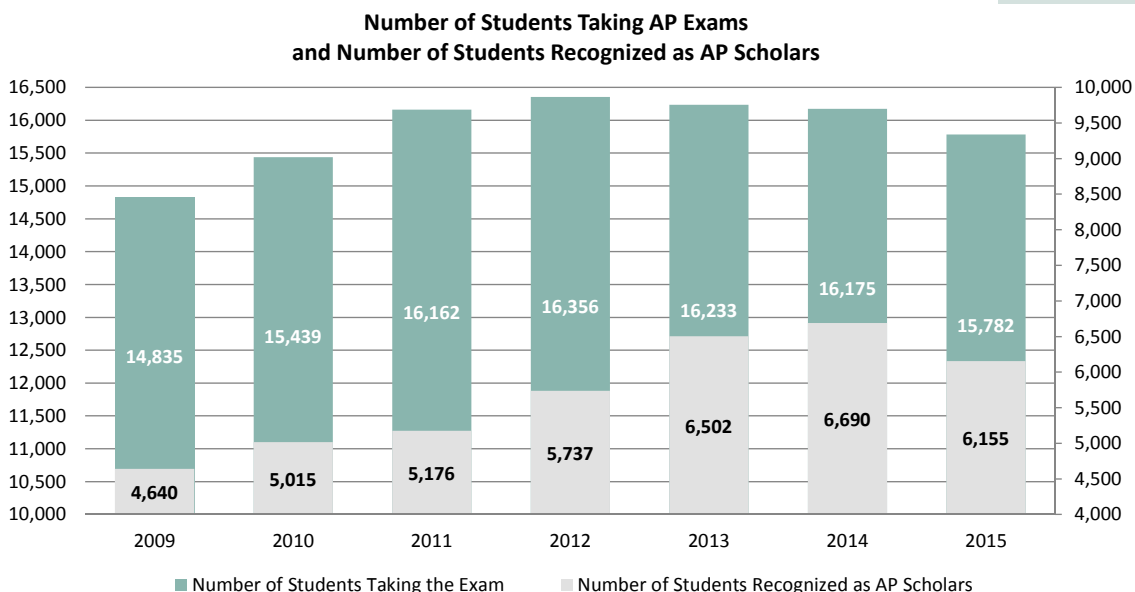
In the 2016 *U.S. News and World Report* ranking of America's Best High Schools, a formula is used to evaluate over 21,000 high schools based on how each school's students performed on state tests after adjusting for student circumstances; on how well each school's disadvantaged students performed; and on whether or not the school was successful in providing college-level coursework. Thomas Jefferson High School for Science and Technology (TJHSST) was ranked as the number five gold medal school in the nation. Additionally, TJHSST was ranked number three for the best STEM school. In total, FCPS received twelve gold medal awards, one of which was ranked in the top 100 high schools nationally, and four silver medals.

Similarly, all Fairfax County high schools have been designated among the most demanding public schools in the country and featured in the 2016 *Washington Post* list of nearly 2,300 top U.S. high schools. Within the top ten percent of these schools, FCPS has two high schools. Thomas Jefferson High School for Science and Technology, which serves students across the region, was not included in the list because of its selective admissions process. McLean and Oakton high schools were included in the top 10 schools in the Washington D.C. metropolitan area.

All Fairfax County high schools have been designated among the most demanding public schools in the country and featured in the 2016 Washington Post list of more than 2,300 top U.S. high schools.

Advanced Placement (AP) and International Baccalaureate (IB) Programs

Of the AP tests taken by FCPS students in 2015, 70 percent rated a score of 3 or above (on a grading scale of 1 to 5). In 2015, 37,291 AP tests were given, an increase of 9.7 percent from 2011. The College Board recognizes students who score a 3 or higher on at least three AP exams as AP Scholars. AP exam mean scores increased slightly from 2.25 in 2011 to 3.26 in 2015. The number of IB tests taken at the eight high schools offering the IB Diploma program increased from 6,609 in 2011 to 8,901 in 2015, a 34.7 percent increase. This is the highest number of IB tests ever taken by FCPS students, with 77 percent of the exams taken receiving a score of 4 or better (on a grading scale of 1 to 7). IB exam mean scores increased from 4.22 in 2011 to 4.33 in 2015.



Student Achievement

Career and Technical Education courses prepare students for industry credentialing opportunities.

Career and Technical Certifications

Many career and technical education (CTE) courses prepare students for industry credentialing opportunities. Earning an industry credential demonstrates the professional skill level the student has achieved and provides industry-recognized proof that the student is prepared for career-related responsibilities, postsecondary education, or training. FCPS students continue to earn CTE certifications at a high rate. During the 2014-2015 school year, 22,139 certifications and licenses in 42 categories were earned by CTE students. This is an increase of 5,082, or 29.8 percent, in certifications and licenses as compared to 2013-2014. The large increase is within Workplace Readiness Skills and the Financial Literacy as VDOE approved credentials. Examples of certifications include Computer Assisted Drawing (CAD), Microsoft Technology Associate (MTA), Food Handler Certification (ServSafe), Electrical Apprenticeship, and Pharmacy Technician. For students entering grade 9 in the fall of 2013-2014 school year and graduating in 2017 and beyond, a CTE credential approved by the Virginia Board of Education (VBOE), such as an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Assessment, will be a graduation requirement for students for the Standard Diploma.

Comparison of On-Time Graduation Rate for Class of 2015

Falls Church City	98.8%
Loudoun County	95.9%
Arlington County	92.9%
Fairfax County	92.5%
Prince William County	91.5%
Manassas Park City	87.9%
Manassas City	86.1%
Alexandria City	79.8%
Virginia Average	90.5%

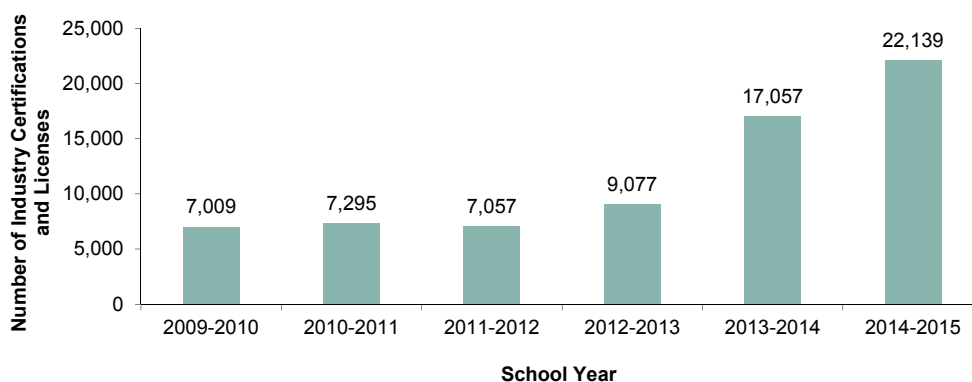
[Source: Virginia Department of Education as of July 2016](#)

Comparison of Dropout Rate for 2015 Cohort

Falls Church City	0.0%
Loudoun County	2.1%
Arlington County	4.2%
Fairfax County	5.6%
Prince William County	5.9%
Manassas City	7.7%
Manassas Park City	8.7%
Alexandria City	11.4%
Virginia Average	5.2%

[Source: Virginia Department of Education as of July 2016](#)

Career and Technical Education (CTE) Industry Certifications and Licenses



On-Time Graduation, Dropout Rates, and Continuing Education

The Virginia Department of Education (VDOE) utilizes an on-time graduation rate that is based on individual student data, tracked over time, and accounts for student mobility and retention. A Virginia on-time graduate is a student who graduates from high school in four years or less and earns one of five types of diplomas. The rate is modeled on a formula endorsed by the National Governors Association. According to VDOE, 90.5 percent of members from Virginia's class of 2015 graduated on time; FCPS reported an on-time graduation rate of 92.5 percent for the same time period.

Nearly 93 percent of FCPS graduates in the class of 2015 self-reported plans to continue their education – 63.2 percent plan a four-year education, 27.5 percent report two-year college intentions, and 2.4 percent plan to attend other post-secondary institutions including business, nursing, trade and technical, apprenticeship, or other programs. VDOE also provides an annual report that is focused on the future plans of high school graduates. Using data obtained from the National Student Clearinghouse, the calculation is based on the number and percentage of high school graduates in a Federal Graduation Indicator (FGI) cohort who enrolled in a postsecondary Institution of Higher Education (IHE) within 16 months of their high school graduation. For the FCPS 2015 cohort, 79 percent were enrolled in either a four-year or two-year institution.

Showcasing FCPS Excellence

On May 24, 2016, Virginia Governor McAuliffe and the Virginia Board of Education announced awards for high-performing Virginia public schools under an incentive program for schools and school divisions for advanced learning and achievement. The Virginia Index of Performance (VIP) program awards points to schools and divisions based on the percentage of students achieving at the advanced level on Standards of Learning (SOL) assessments and progress made toward educational goals advocated by Governor McAuliffe and the Board of Education as part of the comprehensive plan for further strengthening public education in the Commonwealth.

This year, eight Virginia schools, including Rocky Run, Kilmer, and Longfellow middle schools, received the Governor’s Award for Educational Excellence. This is the seventh consecutive Governor’s Award for Rocky Run. To qualify for the Governor’s Award for Educational Excellence, which is the highest honor under the VIP program, schools and school systems must meet all state and federal achievement benchmarks and participate, if eligible, in the Virginia Preschool Initiative. Award recipients must also achieve all applicable excellence goals set for elementary reading; enrollment in Algebra I by grade 8, and in college-level courses; high school graduation rates; and attainment of advanced diplomas and career/industry certifications. Schools and school divisions may earn bonus points for other performance measures such as the Governor’s Nutrition and Physical Activity Scorecard.

The Board of Education Excellence Award, a recognition of schools and divisions that have met all state and federal achievement benchmarks and have made significant progress toward goals for increased student achievement and expanded educational opportunities, was awarded to 104 schools in 2016.

The 17 FCPS elementary schools that received the Board of Education Excellence Award are:

Chesterbrook	Haycock	Sherman
Churchill Road	Mantua	Spring Hill
Colvin Run	Navy	Vienna
Floris	Oak Hill	Waynewood
Great Falls	Sangster	Willow Springs
Greenbriar West		Wolftrap

The two middle schools that received this award are:

Carson	Frost
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The seven high schools that received this award are:

Chantilly	Thomas Jefferson High	West Springfield
Langley	School for Science and	Woodson
Madison	Technology	
Oakton		

Twenty-three Fairfax County public schools received the 2016 Board of Education Distinguished Achievement Award, a recognition of schools that have met all state and federal benchmarks and are making progress toward designated goals.

The Virginia Board of Education announced awards for high-performing Virginia public schools under an incentive program for schools and school divisions for advanced learning and achievement.

Eight Virginia schools, including Rocky Run, Carson, and Longfellow middle schools, received the Governor’s Award for Educational Excellence.

Student Achievement

Virginia outperforms the nation on many measures of academic achievement.

Virginia's grade 4 and grade 8 students outperformed their nationwide peers in both mathematics and reading on the 2015 NAEP.

Virginia again has the nation's sixth-highest percentage of public high school seniors qualifying for college credit on Advanced Placement (AP) examinations.

The 17 FCPS elementary schools that received the Board of Education Distinguished Achievement Award are:

Canterbury Woods	Kent Gardens	Powell
Fairhill	Kings Glen	Springfield Estates
Flint Hill	Lees Corner	Wakefield Forest
Forestville	Lemon Road	Waples Mill
Hunt Valley	Mosby Woods	West Springfield
Keene Mill		White Oaks

The four middle schools that received this award are:

Cooper	Franklin	Irving	Thoreau
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The one high school and one secondary school that received this award are:

South County	Robinson Secondary
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Student Achievement in Virginia

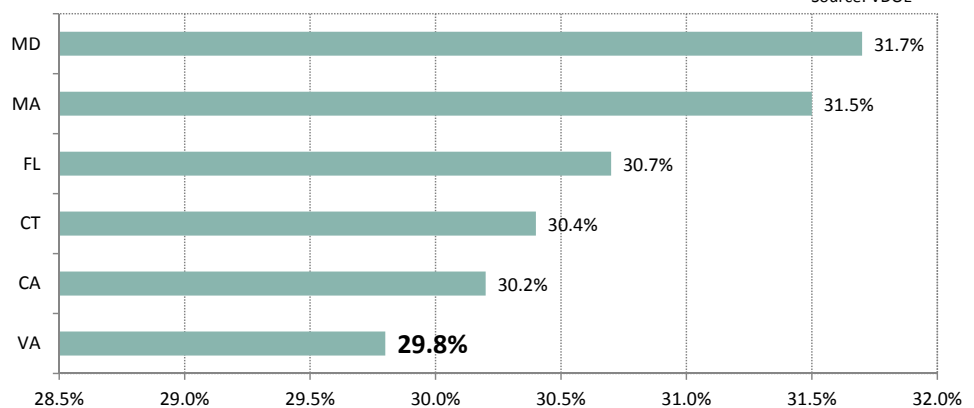
The National Assessment of Educational Progress (NAEP), which is also known as "The Nation's Report Card," is a measure of student achievement that is administered to samples of students from each state every two years. Virginia's grade 4 and grade 8 students outperformed their nationwide peers in both mathematics and reading on the 2015 NAEP. Virginia students in grade 4 scored seven points higher than the national average in mathematics, and students in grade 8 scored six points higher. In reading, students in Virginia grade 4 scored six points higher than the national average, and grade 8 students scored two points higher than the national average.

Graduates in 2015 from Virginia's public schools achieved significant gain and outperformed their nationwide peers in all three sections of the SAT, according to results released by the College Board. The average reading score for Virginia students was 26 points higher, the average mathematics score was 15 points higher, and the average writing score was 20 points higher than the national average. Virginia graduates also achieved higher scores on the ACT; public school students in Virginia received a composite score of 23.0, compared with 21.0 for public school graduates nationwide.

On February 24, 2016, Virginia again has the nation's sixth-highest percentage of public high school seniors qualifying for college credit on Advanced Placement (AP) examinations, according to the College Board's AP Report to the Nation. Virginia students have ranked between third and fifth over the past five years.

Percent of 2015 Graduates with Qualifying AP Scores

Source: VDOE



According to the College Board, 29.8 percent of Virginia's 2015 graduating seniors earned a grade of 3 or higher on at least one AP examination, compared with 30 percent in 2014 and 16.5 percent in 2003. Only five states – Maryland at 31.7 percent, Massachusetts at 31.5 percent, Florida at 30.7 percent, Connecticut at 30.4 percent, and California at 30.2 percent – had higher percentages of seniors earning qualifying scores. The 10 most popular AP courses among Virginia's 2015 graduating seniors were, in descending order, US History, followed by English Language and Composition, US Government and Politics, English Literature and Composition, Psychology, World History, Calculus AB, Statistics, Biology and Environmental Science.

On January 7, 2016, *Education Week* published "Quality Counts 2016," a report that graded states in three performance and data categories, K-12 Achievement Index, Chance for Success, and School Finance. The overall K-12 Achievement grade is comprised of achievement level, achievement gains, poverty gap, achieving excellence, high school graduation, and advanced placement. Achievement level measures the percent of students who score at or above the proficient level in math and reading for grades 4 and 8; achievement gains represent the change in students' scores over a ten-year period in math and reading for grades 4 and 8; poverty gap considers students eligible and noneligible for free and reduced-priced meals based on the National School Lunch Program eligibility guidelines; achievement excellence is the percent of students who score at the advance level for math; high school graduation is the percent of students who graduate on time with a standard diploma and the change in graduation rate over a ten-year period; and advanced placement considers the number of AP test scores at a 3 or above per 100 students in grades 11 and 12. The nation's overall grade was C with a score of 74.4. Virginia earned a grade of C+ and a score of 79.3 and ranked 12th among the states for overall achievement level.

The Chance for Success Index represents life-long learning opportunities beginning with early childhood, K-12 education, and workforce outcomes. The nation's grade was a C+ with a score of 77.8; Virginia earned a grade of B and a score of 85.0.

The School Finance Index evaluated school spending patterns and the equitable distribution of resources among the school divisions in the state. The nation's grade for School Finance was C with a score of 74.6; Virginia earned a grade of C+ and a score of 77.2.

Virginia Standards of Learning and Accreditation

Ninety-three percent of Fairfax County Public Schools, compared to 78 percent statewide, earned full accreditation from VDOE based on results from Virginia SOL tests administered during the 2014-15 school year. One hundred and seventy-eight FCPS schools earned full accreditation, two received a rating of Partially Accredited: Approaching Benchmark-Pass, three received a rating of Partially Accredited: Improving School-Pass, and the remaining nine received a rating of Partially Accredited: Warned School-Pass. Accreditation ratings are based on meeting all state standards for achievement in English, mathematics, history, and science. High schools must also meet an accountability standard based on the Graduation and Completion Index (GCI).

The Virginia Board of Education utilizes curricular requirements called the Standards of Learning (SOL). Under the Commonwealth's requirements, Virginia SOL tests are given in reading and mathematics to all students in grades 3 through 8; science tests to students in grades 5 and 8; writing tests to students in grades 8 and 11; and history tests to students in grades 4 and 8. In high school, SOL tests in English, mathematics, science, and history are administered when students complete specific courses.

The Virginia Board of Education utilizes curricular requirements called the Standards of Learning (SOL).

Student Achievement

Individual school accreditation results can be found at www.doe.virginia.gov/statistics/reports/accreditation_federal_reports/accreditation/index.shtml.

In addition to being a graduation requirement, the SOL tests are tied to the accreditation process for each school through the Standards of Accreditation. The following chart lists the current adjusted passing rates. These pass rates are based on achievement during 2014-15 or on average achievement during the three or four most recent school years.

Accreditation Benchmarks			
Schools that achieved these adjusted pass rates were fully accredited.			
Subject	Elementary	Middle	High*
English	75%	75%	75%
Mathematics	70%	70%	70%
Science	70%	70%	70%
History/Social Science	70%	70%	70%

*Includes schools with a graduation class

Source: [Virginia Department of Education](http://www.doe.virginia.gov)

For full accreditation, high schools must also meet an accountability standard based on a GCI of 85 or higher. The GCI calculation comprises students in the cohort of expected on-time graduates (students who were first-time ninth graders four years earlier, plus transfers in and minus transfers out) and students carried over from previous cohorts. Weighted point values for certain outcomes are multiplied by the number of students and totaled. The points are then divided by the number of students in the cohort to obtain the GCI. Point values awarded for each outcome are shown in the following chart.

Graduation and Completion Index (GCI)	
Outcome	Point Value
Board Recognized Diploma	100
GED	75
Students still in school	70
Certificates of Completion	25
Dropouts	0

Source: [Virginia Department of Education](http://www.doe.virginia.gov)

Based on these FCPS scores, schools can receive one of the following ratings from the Virginia Department of Education (VDOE):

- Fully Accredited
- Partially Accredited: Approaching Benchmark-Pass Rate (given to schools that are not Fully Accredited but that are within 2 points of the adjusted SOL pass rates required for full accreditation in one or more subject areas.)
- Partially Accredited: Approaching Benchmark-Graduation and Completion Index (given to high schools that have attained the adjusted pass rates required for full accreditation and that are within 1 point of the Graduation and Completion Index (GCI) required for full accreditation.)
- Partially Accredited: Improving School-Pass Rate (given to schools that are not Fully Accredited, and do not qualify for a rating of Partially Accredited: Approaching Benchmark-Pass Rate, but that are making acceptable progress toward full accreditation.)
- Partially Accredited: Improving School-Graduation and Completion Index (given to high schools that have attained the adjusted pass rates required for full accreditation, and that have improved their GCI by at least one point from the previous year, but that are not within a narrow margin of the GCI required for full accreditation.)

- Partially Accredited: Warned School-Pass Rate (given to schools that are not within a narrow margin of, nor making acceptable progress toward, achieving the adjusted SOL pass rates required for full accreditation.)
- Partially Accredited: Warned School-Graduation and Completion Index (given to high schools that have achieved the adjusted SOL pass rates required for full accreditation, but that are not within a narrow margin of, nor making acceptable progress toward, achieving the GCI required for full accreditation.)
- Partially Accredited-Reconstituted School (given to schools that fail to meet the requirements for full accreditation for four consecutive years and receive permission from the state Board of Education to reconstitute. A reconstituted school reverts to accreditation-denied status if it fails to meet full accreditation requirements within the agreed-upon term, or if it fails to have its annual application for Partially Accredited-Reconstituted School renewed.)
- Conditionally Accredited (given to a new school – comprising students who previously attended one or more existing schools – to provide the opportunity to evaluate the performance of students on SOL tests and other statewide assessments.)
- Accreditation Denied (given to a school that fails to meet the requirements to be rated fully or provisionally accredited for four consecutive years.)

Additional information on accreditation standards, graduation and completion index, as well as individual school accreditation results, can be found at http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml.

Graduation Requirements

In addition to requiring students to attain established SOL benchmarks, the State also mandates that students attain specific high school graduation requirements before they may be awarded one of the following options at the completion of their studies. Beginning in 2013-2014, the modified standard diploma is blended with the standard diploma, and credit accommodations will be made for students with disabilities:

- Advanced Studies Diploma
- Standard Diploma
- Modified Standard Diploma (students entering high school between 2000-2013)
- Special Diploma
- General Achievement Diploma
- General Education Development Certificate

Most Virginia students earn either an Advanced Studies Diploma or a Standard Diploma. Both of these diplomas require students to pass required and elective courses and verify their achievement by passing SOL tests in English, mathematics, and other subject areas. A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or a substitute assessment approved by the Virginia Board of Education. In school year 2014-2015, more than twice as many FCPS students earned advanced diplomas as earned standard diplomas. The following table shows the types of diplomas awarded in numerous Virginia locations.

Through Project Momentum, FCPS provides support to schools with identified needs.

In addition to requiring students to attain established SOL benchmarks, the State also mandates that students attain specific high school graduation requirements before they may be awarded one of the following options at the completion of their studies.

Student Achievement

To earn an Advanced Studies Diploma, students who entered high school in 2011-2012 or after must earn at least 26 standard units of credit and at least nine verified units of credit.

To graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits.

Diplomas Awarded School Year 2014-2015			
	Type of Diploma*		Total Diplomas
	Advanced	Standard	
Alexandria City	38%	37%	853
Arlington County	64%	25%	1,440
Chesterfield County	56%	33%	4,710
Fairfax County	63%	27%	13,760
Falls Church City	82%	15%	168
Henrico County	49%	36%	3,681
Loudoun County	71%	23%	4,792
Prince William County	48%	40%	6,185
Virginia Beach City	55%	32%	5,289
State Total	51%	35%	93,112

[Source: Virginia Department of Education, July 2016](#)

*Virginia awards several types of special diplomas, so the percentages of standard and advanced diplomas do not add to 100%.

Advanced Studies Diploma

Advanced Studies Diploma requirements changed effective school year 2011-2012. To earn an Advanced Studies Diploma, students who entered high school in 2011-2012 or after must earn 26 standard units of credit (previously 24 standard units of credit) and at least nine verified units of credit. Students seeking an Advanced Studies Diploma must earn a total of at least two verified credits in English, two in mathematics, two in science, two in history and social science, and one in a student-selected content area. Most students seeking an Advanced Studies Diploma will earn these required verified units of credit by passing end-of-course SOL tests in English (reading and writing), mathematics, science, and history and social science. Students may also earn verified credits in English, mathematics, science, and history and social science toward an Advanced Studies Diploma by passing Virginia Board of Education-approved substitute tests of equal or greater rigor, just as with the Standard Diploma. In addition, students beginning high school in 2013-2014 or later, must successfully complete a virtual course, which may be noncredit bearing, or a course required to earn this diploma.

Standard Diploma

To graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits. Students seeking a Standard Diploma must earn at least two verified credits in English, and at least one verified credit each in mathematics, science, history and social science, and in a student-selected content area. Most students will earn these required verified units of credit by passing end-of-course SOL tests. Students also may earn verified units of credit in English, mathematics, history and social science, and science by passing substitute tests of equal or greater rigor approved by the Virginia Board of Education, such as Advanced Placement (AP) tests. For students entering high school prior to 2013-2014 who complete a career and technical education (CTE) program sequence may earn student-selected verified credits by passing examinations for industry certification or licensure. Changes to the standard diploma for students beginning high school in 2013-2014 or later include a requirement to earn a CTE credential approved by the Virginia Board of Education (VBOE) such as an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Assessment; and successful completion of a virtual course, which may be noncredit bearing, or a course required to earn this diploma.

The tables that follow display the minimum course and credit requirements for Standard and Advanced Studies Diplomas for students who entered high school prior to 2011-2012, entered between 2011-2012 and 2012-2013, and for those who will enter high school in 2013-2014 and after.

Graduation Requirements (for students who entered high school prior to 2011-2012)		
Advanced Studies Diploma		
Subject	Standard Units of Credit	Verified Units of Credit
English	4 units	2 units
Mathematics	4 units	2 units
Laboratory Science	4 units	2 units
History and Social Sciences	4 units	2 units
World Language	3 units	
Health and Physical Education	2 units	
Fine Arts or Career & Technical Ed.	1 unit	
Electives	2 units	
Student Selected Test		1 unit
Total Required	24 credits	9 credits
Standard Diploma		
Subject	Standard Units of Credit	Verified Units of Credit
English	4 units	2 units
Mathematics	3 units	1 unit
Laboratory Science	3 units	1 unit
History and Social Sciences	3 units	1 unit
Health and Physical Education	2 units	
Fine Arts or Career & Technical Ed.	1 unit	
Electives	6 units	
Student Selected Test		1 unit
Total Required	22 credits	6 credits

Student Achievement

Students entering high school in 2011-2012 and beyond are required to complete one unit of credit in Economics and Personal Finance.

Graduation Requirements (for students who enter high school in 2011-2012 and 2012-2013)		
Advanced Studies Diploma		
Subject	Standard Units of Credit	Verified Units of Credit
English	4 units	2 units
Mathematics	4 units	2 units
Laboratory Science	4 units	2 units
History and Social Sciences	4 units	2 units
World Language	3 units	
Health and Physical Education	2 units	
Economics and Personal Finance	1 unit	
Fine Arts or Career & Technical Ed.	1 unit	
Electives	3 units	
Student Selected Test		1 unit
Total Required	26 credits	9 credits
Standard Diploma		
Subject	Standard Units of Credit	Verified Units of Credit
English	4 units	2 units
Mathematics	3 units	1 unit
Laboratory Science	3 units	1 unit
History and Social Sciences	3 units	1 unit
Health and Physical Education	2 units	
World Language, Fine Arts, or Career & Technical Education	2 units	
Economics and Personal Finance	1 unit	
Electives	4 units	
Student Selected Test		1 unit
Total Required	22 credits	6 credits

Graduation Requirements (for students who enter high school in 2013-2014 and beyond)

Advanced Studies Diploma

Subject	Standard Units of Credit	Verified Units of Credit
English	4 units	2 units
Mathematics	4 units	2 units
Laboratory Science	4 units	2 units
History and Social Sciences	4 units	2 units
World Language	3 units	
Health and Physical Education	2 units	
Economics and Personal Finance	1 unit	
Fine Arts or Career & Technical Ed.	1 unit	
Electives	3 units	
Student Selected Test		1 unit
Total Required*	26 credits	9 credits

Standard Diploma

Subject	Standard Units of Credit	Verified Units of Credit
English	4 units	2 units
Mathematics	3 units	1 unit
Laboratory Science	3 units	1 unit
History and Social Sciences	3 units	1 unit
Health and Physical Education	2 units	
World Language, Fine Arts, or Career & Technical Education	2 units	
Economics and Personal Finance	1 unit	
Electives	4 units	
Student Selected Test		1 unit
Career and Technical Education Credential**		
Total Required*	22 credits	6 credits

*Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

**Students shall earn a CTE credential approved by the Virginia Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Assessment.

Students entering high school in 2013-2014 and beyond shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn the diploma that is offered online.

Programs and Departments



Click on the items below to be directed to the appropriate page

[Instructional Program Summary](#)

[Divisionwide Support](#)

[School Board Office](#)

[Division Superintendent](#)

[Deputy Superintendent](#)

[Region Offices](#)

[Chief Academic Officer](#)

[Instructional Services](#)

[Special Services](#)

[Chief Operating Officer](#)

[Facilities and Transportation Services](#)

[Financial Services](#)

[Human Resources](#)

[Information Technology](#)

[Chief of Staff](#)

[Centrally-Managed Resources](#)

Program Expenditure Summary

The FCPS program budget document presents the total resources allocated across all government funds to each educational program and is a companion document to the approved budget book. The program budget is structured as a series of programs comprising Fairfax County Public Schools activities and functions. The distinguishing characteristic of the program budget structure is that it identifies costs associated with specific programs or lines of business, thus providing the School Board, the community, and all other stakeholders more detailed information on both the cost and content of all programs and lines of business currently operated by FCPS. A list of major instructional programs narrated in the program budget is included at the end of this section. Additional information on specific program costs, lines of business, and narratives can be found in the program budget and on the [Office of Budget Services' web page](#).

Funding the instructional program has always been FCPS' highest priority. Every effort is made to manage increased costs by redirecting existing resources to instructional programs, thus preserving classroom instruction. The importance that FCPS places on the instructional program is illustrated by the fact that 85.8 percent of the operating budget is allocated to instructional programs.

The FY 2017 Approved Budget provides a summary of instructional programs defined by instructional category. Categories include elementary, middle, and high school; special education; adult and community education; and instructional support. The FY 2017 elementary program costs include all direct costs to operate FCPS elementary schools, as well as all costs for additional programs offered in elementary schools, such as English for Speakers of Other Languages (ESOL). Costs associated with ESOL at the middle and high school levels are included in the middle and high school program costs.

The Program Funding table compares FCPS' FY 2017 Approved Budget School Operating Budget funding by program with the FY 2016 Approved Budget School Operating Budget.

Program Funding*				
(\$ in millions)				
Program	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Elementary School Education	\$829.0	\$866.4	\$37.4	4.5%
Middle School Education	235.3	247.2	11.9	5.1%
High School Education	523.0	549.1	26.1	5.0%
Special Education	464.3	488.5	24.3	5.2%
Adult and Community Education	0.5	0.5	0.0	0.2%
Instructional Support	125.9	131.6	5.7	4.5%
Instructional Programs	\$2,178.0	\$2,283.4	\$105.4	4.8%
Student Transportation	\$155.2	\$153.4	(\$1.8)	-1.2%
Facilities Management	107.0	108.4	1.4	1.3%
General Support	96.5	101.2	4.7	4.9%
Central Administration	15.0	15.6	0.6	4.2%
Support Programs	\$373.6	\$378.6	\$4.9	1.3%
Total	\$2,551.6	\$2,661.9	\$110.3	4.3%

* Does not add due to rounding

The FCPS program budget document presents the total resources allocated across all government funds to each educational program and is a companion document to the approved budget book.

Instructional Program Summary

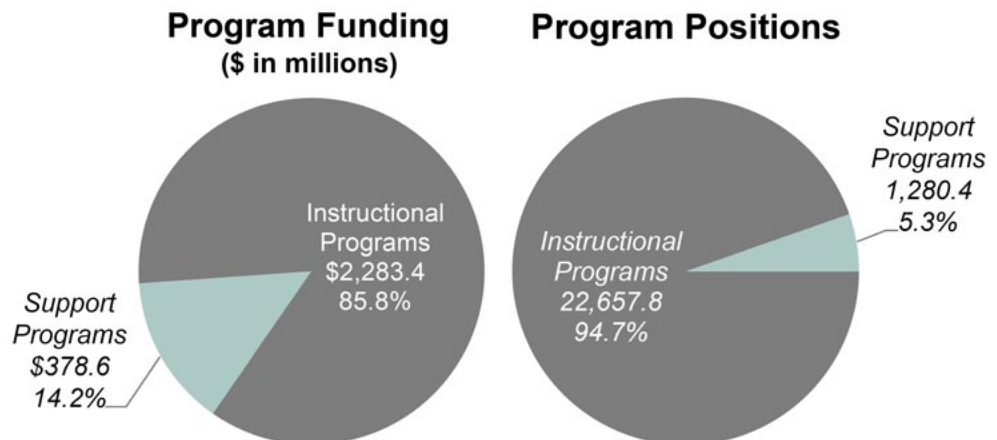
Funding the instructional program has always been FCPS' highest priority.

Program Position Summary

The Program Positions table compares FCPS' FY 2017 Approved Budget School Operating Budget positions by program with the FY 2016 Approved Budget School Operating Budget positions.

Program	Program Funding*			
	(\$ in millions)		Change	
	FY 2016 Approved	FY 2017 Approved	Amount	Percent
Elementary School Education	\$829.0	\$866.4	\$37.4	4.5%
Middle School Education	235.3	247.2	11.9	5.1%
High School Education	523.0	549.1	26.1	5.0%
Special Education	464.3	488.5	24.3	5.2%
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Central Administration	15.0	15.6	0.6	4.2%
Support Programs	\$373.6	\$378.6	\$4.9	1.3%
Total	\$2,551.6	\$2,661.9	\$110.3	4.3%

* Does not add due to rounding



Instructional Programs

Elementary School Program Expenditure Summary

The Elementary School Program includes all the direct costs to operate FCPS' 141 elementary schools, as well as the costs for additional programs such as English for Speakers of Other Languages (ESOL) and the Family and Early Childhood Education Program (FECEP). The Elementary School Program budget represents 32.5 percent of the total operating budget.

Expenditures for FY 2017 increased by a net of \$37.4 million, or 4.5 percent, primarily due to compensation increases. Funding for salaries and other compensation increased by a net of \$36.5 million mainly due to an increase to the staffing reserve to address large elementary class sizes, a step increase, a 1.0 percent market scale adjustment, additional funding for teacher scale enhancements, and employee benefit rate increases.

Instructional Program Summary

Elementary School Program Funding*				
(\$ in millions)				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals	\$38.0	\$38.6	\$0.6	1.5%
Coordinators, Specialists, Technical	12.3	12.4	0.1	0.5%
Teachers	410.9	431.6	20.7	5.0%
Instructional Assistants	26.1	26.6	0.5	1.9%
Custodians/Trades Personnel	24.0	24.3	0.3	1.4%
Office Assistants	27.1	27.3	0.2	0.8%
Substitutes, Other Compensation	16.8	14.7	(2.1)	-12.3%
Employee Benefits	228.7	244.5	15.9	6.9%
Salary Adjustments	(12.7)	(12.3)	0.4	-2.8%
Instructional Materials/Supplies	20.2	19.8	(0.4)	-1.7%
Equipment/Utilities/Other	37.7	38.9	1.2	3.2%
Total	\$829.0	\$866.4	\$37.4	4.5%

*Does not add due to rounding.

A decrease in positions in the elementary school program of 30.3, or 0.3 percent, include assistant principals, specialists, technical personnel, instructional assistants, custodian/trades personnel, and office assistants primarily due to a reduction in enrollment offset by the addition of 125.5 teacher positions and 40.0 instructional assistants to the staffing reserve to address larger class sizes.

Elementary School Program Positions*				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals	328.0	323.0	(5.0)	-1.5%
Coordinators, Specialists, Technical	140.5	138.0	(2.5)	-1.8%
Teachers	6,273.8	6,277.3	3.5	0.1%
Instructional Assistants	899.1	896.2	(2.8)	-0.3%
Custodians/Trades Personnel	648.5	637.0	(11.5)	-1.8%
Office Assistants	667.5	655.5	(12.0)	-1.8%
Total	8,957.3	8,927.0	(30.3)	-0.3%

* Does not add due to rounding.

The elementary school program budget provides funding for 99,544 students in preschool through the 6th grade. An additional 1,034 6th grade students located at Glasgow, Holmes, and Poe Middle Schools are included in the Middle School Program. Enrollment in FCPS' elementary schools vary in size with the largest, McNair Elementary School, projected to have 1,367 students.

Middle School Program Expenditure Summary

The Middle School Program includes all the direct costs to operate 23 middle schools, the middle grades of three secondary schools (grades 7 and 8), and students in 6th grade at Glasgow, Holmes, and Poe middle schools. This program also includes the costs of English for Speakers of Other Languages (ESOL), Health and Physical Education, and a variety of student intervention programs. The Middle School Program budget represents 9.3 percent of the total operating budget.

As compared to FY 2016, expenditures increased by a net of \$11.9 million, or 5.1 percent. Funding for salaries and other compensation increased by \$12.1 million due to enrollment growth and changes in student demographics, a step increase, a 1.0 percent market scale adjustment, additional funding for teacher scale enhancements, and employee benefit rate increases. These net increases were offset by reductions in operating expenditures of a net \$0.2 million.

FCPS' largest elementary school has 1,367 students.

The Elementary School Program includes all the direct costs to operate FCPS' 141 elementary schools, as well as the costs for additional programs such as English for Speakers of Other Languages (ESOL) and the Family and Early Childhood Education Program (FECEP).

Instructional Program Summary

FCPS' largest middle school has 1,733 students.

Middle School Program Funding*				
(\$ in millions)				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals	\$11.5	\$11.6	\$0.1	0.7%
Coordinators, Specialists, Technical	7.2	7.4	0.2	3.0%
Teachers	123.6	130.5	6.9	5.6%
Instructional Assistants	0.0	0.0	0.0	0.0%
Custodians/Trades Personnel	7.3	7.3	0.0	0.2%
Office Assistants	4.0	4.0	0.0	1.1%
Substitutes, Other Compensation	3.3	3.6	0.3	9.2%
Employee Benefits	65.2	69.6	4.5	6.9%
Salary Adjustments	(3.6)	(3.5)	0.1	-2.4%
Instructional Materials/Supplies	6.3	6.5	0.2	3.2%
Equipment/Utilities/Other	10.6	10.1	(0.4)	-4.1%
Total	\$235.3	\$247.2	\$11.9	5.1%

*Does not add due to rounding.

An increase in positions in the middle school program of 6.8 or 0.3 percent is due to enrollment growth and changes in student demographics. The growth in positions is in teacher positions, offset by a decrease in trades personnel and office assistants.

Middle School Program Positions				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals	101.0	101.0	0.0	0.0%
Coordinators, Specialists, Technical	111.0	111.0	0.0	0.0%
Teachers	1,825.5	1,837.8	12.3	0.7%
Instructional Assistants	0.0	0.0	0.0	0.0%
Custodians/Trades Personnel	193.5	188.5	(5.0)	-2.6%
Office Assistants	86.0	85.5	(0.5)	-0.6%
Total	2,317.0	2,323.8	6.8	0.3%

The Middle School Program budget provides funding for 29,179 students (1,034 in 6th grade and 28,145 in 7th and 8th grades). Enrollment in FCPS' middle schools vary in size with the largest, Glasgow Middle School, projected to have 1,733 students.

High School Program Expenditure Summary

The High School Program includes all the direct costs to educate high school students and operate 22 high school facilities, a portion of three secondary schools, and two alternative high schools. In addition to the general high school program, funds are budgeted for English for Speakers of Other Languages (ESOL) services, remedial, compensatory, and special programs for high school students. The High School Program budget represents 20.6 percent of the total operating budget.

Expenditures increase by a net of \$26.1 million, or 5.0 percent primarily due to compensation increases. Funding for salaries and other compensation increased by \$25.5 million mainly due to enrollment growth and changes in student demographics, a step increase, a 1.0 percent market scale adjustment, additional funding for teacher scale enhancements, and employee benefit rate increases.

Instructional Program Summary

FCPS' largest high school has 2,757 students.

High School Program Funding*				
(\$ in millions)				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals	\$22.7	\$23.4	\$0.7	3.0%
Coordinators, Specialists, Technical	16.8	17.2	0.4	2.4%
Teachers	261.7	275.8	14.0	5.4%
Instructional Assistants	0.5	0.5	0.0	1.9%
Custodians/Trades Personnel	16.0	16.4	0.4	2.4%
Office Assistants	12.6	12.8	0.3	2.0%
Substitutes, Other Compensation	19.3	18.9	(0.4)	-2.2%
Employee Benefits	139.8	149.7	10.0	7.1%
Salary Adjustments	(7.8)	(7.6)	0.2	-2.7%
Instructional Materials/Supplies	20.6	20.6	0.0	0.1%
Equipment/Utilities/Other	20.8	21.4	0.6	2.8%
Total	\$523.0	\$549.1	\$26.1	5.0%

* Does not add due to rounding.

A net increase in positions in the high school program of 6.2 positions, or 0.1 percent is due to enrollment growth and changes in student demographics. The growth in positions is in teacher positions and technical positions, offset by a decrease in custodian/trade personnel and assistant principals.

High School Program Positions				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals	195.0	193.0	(2.0)	-1.0%
Coordinators, Specialists, Technical	263.0	264.0	1.0	0.4%
Teachers	3,735.4	3,746.6	11.2	0.3%
Instructional Assistants	17.0	17.0	0.0	0.0%
Custodians/Trades Personnel	442.5	438.5	(4.0)	-0.9%
Office Assistants	250.5	250.5	0.0	0.0%
Total	4,903.4	4,909.6	6.2	0.1%

The High School Program budget provides funding for 58,119 students in grades 9 through 12 at 22 high schools and 3 secondary schools, and at 2 alternative high schools. FCPS' largest high school, Chantilly High School, is projected to have 2,757 high school students.

Students are offered a program of instruction in English, mathematics, social studies, science, foreign language, physical education, health, and a range of fine and performing arts and technical studies courses. Thomas Jefferson High School for Science and Technology, a region magnet school, has a specialized and accelerated curriculum for students selected through a competitive admissions process. Funding for the high school academies and alternative programs is included in this program.

Instructional Program Summary

The Special Education Program represents 18.4 percent of the total operating budget.

Special Education Program Expenditure Summary

The Special Education Program operating budget totals \$488.5 million, which represents 18.4 percent of the total School Operating Fund. Expenditures increase \$24.3 million, or 5.2 percent, over the FY 2016 Approved Budget of \$464.3 million. The increase in the Special Education Program is due primarily to school-based position growth and materials, and the base salary increase for all employees including a step increase and a 1.0 percent market scale adjustment.

Special Education Program Funding*				
(\$ in millions)				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals, Directors, Coordinators	\$5.3	\$5.3	\$0.0	0.5%
Teachers	223.7	234.5	10.8	4.8%
Instructional Assistants, Attendants, Technicians	64.8	67.6	2.8	4.3%
Psychologists, Social Workers, Specialists	15.6	16.0	0.4	2.3%
Custodians	0.4	0.4	0.0	0.0%
Office Assistants	2.6	2.6	0.0	0.0%
Substitutes, Other Compensation	3.3	3.2	(0.1)	-3.6%
Employee Benefits	144.6	154.8	10.2	7.1%
Salary Adjustments	(7.4)	(7.1)	0.3	-4.4%
Instructional Materials/Supplies	3.8	3.4	(0.4)	-9.9%
Equipment/Utilities/Other	7.5	7.8	0.3	3.5%
Total	\$464.3	\$488.5	\$24.3	5.2%

*Does not add due to rounding.

Positions in the special education program increase due to growth, primarily in Level 2 Category B services. A majority of the growth positions are classroom teachers and instructional assistants/attendants.

Special Education Program Positions				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Principals, Assistant Principals, Directors, Coordinators	45.0	45.0	0.0	0.0%
Teachers	3,281.9	3,315.2	33.3	1.0%
Instructional Assistants, Attendants, Technicians	2,169.0	2,223.0	54.0	2.5%
Psychologists, Social Workers, Specialists	166.5	165.5	(1.0)	-0.6%
Custodians	9.5	9.5	0.0	0.0%
Office Assistants	51.5	51.5	0.0	0.0%
Total	5,723.4	5,809.7	86.3	1.5%

Instructional Program Summary

Adult and Community Education Program Expenditure Summary

Adult and Community Education (ACE) Program expenditures in the School Operating Fund total \$0.5 million and represent less than 0.1 percent of the total operating budget. There are no ACE positions in the School Operating Fund. A portion of this expenditure for the adult education program is to provide a \$0.2 million transfer of funds from the operating budget to the ACE Fund for the required match for an adult ESOL grant. Additional School Operating Fund expenditures totaling \$0.2 million for adult education are for centrally-managed overhead costs such as local travel, utilities, and telecommunications. Funding from the federal Perkins grant—also managed in the School Operating Fund—covers \$38,162 for hourly salaries, supplies, and staff training for the Adult High School Completion Program. Hourly compensation and employee benefits expenditures each total less than \$50,000 and, therefore, appear as \$0.0 million in the following chart.

Adult Education Program Funding*						
(\$ in millions)						
	FY 2016		FY 2017		Change	
	Approved		Approved		Amount	Percent
Substitutes, Other Compensation	\$	0.0	\$	0.0	\$0.0	1.0%
Employee Benefits		0.0		0.0	\$0.0	1.6%
Equipment/Utilities/Other		0.2		0.2	\$0.0	0.3%
Transfers from the Operating Fund		0.2		0.2	\$0.0	0.0%
Total	\$	0.5	\$	0.5	\$0.0	0.2%

*Does not add due to rounding.

The FY 2017 total operating funding for the ACE Program increases by \$813, or 0.2 percent, from FY 2016 Approved Budget primarily due to projected utility costs. The School Operating Fund transfer supports the adult English for Speakers of Other Languages (ESOL) program and is necessary to meet the local match required to receive federal funding for the adult ESOL program. Most ACE expenditures are accounted for separately in the ACE Fund, a special revenue fund.

More details regarding the total ACE Program can be found in the [Special Revenue Funds](#) portion of the Financial Section.

Instructional Support Programs Expenditure Summary

The Instructional Support Program includes funding that supports the academic mission of FCPS through a variety of services rather than providing direct or specific instruction to students. These funded activities provide curriculum and materials development, professional development, training, and equipment to enhance school programs. Personnel assigned to central offices responsible for these areas are included in the instructional support program. The executive principals of the region offices and the directors of student services are included, as well as psychologists, social workers, and instructional and technical assistants.

The FY 2017 Instructional Support Program budget of \$131.6 million represents 4.9 percent of the total operating budget. Expenditures increase by a net of \$5.7 million, or 4.5 percent. Funding for salaries and other compensation increases by \$5.4 million due to an additional 5.5 positions and a step increase, a 1.0 percent market scale adjustment, additional funding for teacher scale enhancements, and employee benefit rate increases. An increase of \$0.4 million in professional services is a result of contractual increases.

The Instructional Support Program represents 4.9 percent of the total operating budget.

Instructional Program Summary

Instructional Support Program Funding*				
(\$ in millions)				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Directors, Coordinators	\$6.2	\$6.5	\$0.3	5.0%
Teachers	4.8	5.6	0.8	16.4%
Instructional Assistants	0.0	0.0	0.0	4.6%
Safety, Technicians	3.3	3.3	(0.0)	-0.7%
Psychologists, Social Workers, Specialists	43.1	44.6	1.5	3.5%
Office Assistants / Trades Personnel	2.9	2.9	0.0	0.2%
Substitutes, Other Compensation	16.9	17.9	1.0	5.6%
Employee Benefits	24.3	26.2	1.9	7.9%
Salary Adjustments	(1.4)	(1.6)	(0.1)	9.4%
Instructional Materials / Supplies	11.3	11.1	(0.1)	-1.3%
Equipment/Utilities/Other	14.4	14.8	0.5	3.2%
Total	\$125.9	\$131.6	\$5.7	4.5%

* Does not add due to rounding.

The increase in positions results from additional directors, specialists, teachers, and trades personnel offset by a decrease in psychologists and social workers, technicians, and office assistants. These changes are primarily due to changes in enrollment and the realignment of positions resulting from the reorganization impacting Instructional Services, Special Services, Human Resources, the deputy superintendent, and the chief academic officer. The increase in positions results from additional directors, specialists, teachers, and trades personnel offset by a decrease in psychologists and social workers, technicians, and office assistants. These changes are primarily due to changes in enrollment and the realignment of positions resulting from the reorganization impacting Instructional Services, Special Services, Human Resources, the deputy superintendent, and the chief academic officer.

Instructional Support Program Positions				
	FY 2016	FY 2017	Change	
	Approved	Approved	Amount	Percent
Directors, Coordinators	47.0	49.0	2.0	4.3%
Teachers	45.0	46.0	1.0	2.2%
Instructional Assistants	2.0	2.0	0.0	
Safety, Technicians	49.0	48.0	(1.0)	-2.0%
Psychologists, Social Workers, and Specialists	486.8	490.3	3.5	0.7%
Office Assistants / Trades Personnel	52.5	52.5	0.0	0.0%
Total	682.3	687.8	5.5	0.8%

Instructional Program Highlights

This section includes highlights of instructional programs offered by FCPS. For more comprehensive information, please refer to FCPS' detailed [Program Budget](#) document.

Achievement, Integrity, and Maturity (AIM) Program

AIM stands for "Achievement, Integrity, and Maturity." The school culture, climate and instructional practices embody each of these attributes. AIM serves students in grades 7-12 who have been excluded or expelled from traditional Fairfax County Public Schools due to serious violations of the code of conduct outlined in the Student Rights and Responsibilities (SR&R). These students, who have been deemed a safety and security risk to other students, might otherwise have been unable to continue to work towards graduation. The AIM Program is conducted in a small setting to ensure student safety and build strong relationships in order to address the academic deficits of students. There are two program locations in FCPS; Alexandria and Centreville.

Activities and Athletics

The Activities and Athletics program provides opportunities for students in a variety of areas including student government, student publications, and special interest groups, as well as participation in athletic programs. Most of the activities require only an interest, some a try-out, others a special skill, but there is something for everyone. At the high school level, over 75 percent of the student population participates in activities or athletic programs. These programs provide a rich opportunity for students to connect with the school and community, develop and gain leadership experience and support the academic success of students while fostering a positive school culture.

- At the elementary level, FCPS provides opportunities for students as safety patrols, as well as in publications, student government, and performing groups.
- At the middle school level, FCPS provides for involvement in performing groups, student government, newspaper, yearbook, drama, general interest clubs, and the literary magazine.
- At the high school level, FCPS offers a wealth of opportunities for student growth and enrichment through athletics, student government, performing groups, publications, honor societies, and special interest clubs.

Adapted Curriculum

The Pre-K-12 Adapted Curriculum program provides direct and indirect support to schools in the instruction of students with low-incidence disabilities of autism, intellectual disabilities, noncategorical, and physical disabilities. Special education services for students with low-incidence disabilities are designed for students who exhibit moderate to significant delays in the areas of language, communication, cognition, socialization, and adaptive functioning that impact their ability to demonstrate progress in the general curriculum.

Adapted Physical Education

Adapted Physical Education services ensure that students with disabilities are able to participate in health and physical education. Adapted physical education services are available to students with a disability that significantly impacts their participation in the health and physical education Program of Studies. School-based and itinerant adapted physical education teachers provide modifications, accommodations, and/or specialized equipment.

Adult Education

Adult and Community Education (ACE) offers a wide variety of programs spanning career training, life enrichment, and English for Speakers of Other Languages (ESOL) for adults, as well as after-school enrichment programs for youth. ACE strives to offer courses designed to support work readiness and career advancement in a variety of fields and disciplines. The fee-based programs for adults include instruction related to health and medical professions, business, computer technology, trades, apprenticeships, workplace training, communication, world languages, personal improvement, and culinary arts. Fee-based programs for elementary and secondary students include test prep, study skills, driver education, and world languages.

Instructional Program Summary

Adult High School Completion

The Adult High School Completion Program (AHSC) helps adults aged 18 years and older learn basic academic skills and attain high school credentials through three avenues: the Fairfax County Adult High School (FCAHS), the National External Diploma Program (NEDP), and through General Educational Development (GED®). FCAHS provides adults age 18 years and older the opportunity to attain a standard or advanced FCPS high school diploma by offering traditional classes, online and blended learning, and independent learning opportunities that meet FCPS graduation requirements. NEDP is a nationally accredited, competency-based assessment program; in which, adults age 21 years or older demonstrate mastery of 70 competencies that correlate to the skills of a graduating high school senior. Upon completion of the NEDP, candidates receive an adult high school diploma. General Educational Development (GED®) is a nationally accredited credentialing test normed against graduating high school seniors. GED® measures academic and critical thinking skills in writing, reading comprehension, social studies, science, and math. The computerized four-part test is offered to Fairfax County residents in both English and Spanish. GED® classes are also offered in both English and Spanish to prepare learners to take and pass the four test modules. Successful candidates receive a GED® high school equivalency certificate. AHSC includes two instructional support programs, the Outreach Learning Program (OLP), which provides skill development courses in language arts, math topics, and skill-enhancing learning labs; and the Volunteer Learning Program (VLP), which helps learners achieve their academic goals by placing volunteer tutors in each of the three high school completion options, or with individual learners.

Advanced Academics

Advanced Academic programs provide opportunities for all students kindergarten through grade 12 to develop the characteristics of the FCPS *Portrait of a Graduate* through more rigorous and challenging instruction. Differentiated learning experiences and advanced curricula are designed to strengthen critical and creative thinking, problem-solving, and decision-making skills. In addition, students have ongoing opportunities for reflection and self-assessment. Over time, students gain an understanding of the characteristics, demands, and responsibilities of advanced intellectual development.

Advanced Placement

The Advanced Placement (AP) program provides students with rigorous, college-level course work and challenging external assessments in mathematics, English, social studies, science, fine arts, and world languages. Fifteen high schools and two secondary schools offer an extensive AP program; additional high schools offer some AP courses to complement the International Baccalaureate (IB) program. All AP high schools receive staffing equivalent to one period (0.17 position) for the coordination of the AP program (except Thomas Jefferson High School for Science and Technology); generally a counselor or assessment coach manages the AP test coordination. Students enrolled in an AP course are required to take the AP examination and receive a 1.0 weighted grade.

After-School Initiatives

The After-School Initiatives program provides high-quality, structured after-school programs, five days a week, that meet students' needs for an emotionally and physically secure, supervised environment after the regular school day at the middle school level. All middle schools offer a blended set of opportunities for student growth and development that encompasses academic support and enrichment; social skills and youth development; physical and mental wellness; and family and community involvement while fostering school and community connectedness. With a combination of formal and informal learning, the program activities are designed to provide each youth with greater opportunities to form a relationship with a caring adult, to contribute to the community, to acquire new skills in a supportive environment, to be safe and secure, to form healthy relationships with peers, and to develop the attitudes, skills, knowledge, and resiliency to thrive in the workplaces and communities of the 21st century.

Alternative High Schools

FCPS supports two alternative high schools (AHS): Bryant Alternative High School and Mountain View Alternative High School. These schools offer credit courses leading to an FCPS high school diploma. These schools offer programs designed to help students whose life circumstances could result, or have resulted, in an interruption of their education or in their dropping out of school. The population consists of students who may be pregnant or parenting; students for whom English is a new language; older students who are returning to finish courses to earn a diploma; or students who need a flexible or extended program to accommodate their work or family requirements. In addition, the alternative high schools accept students who are based at another school and want to accelerate their educational program. Students are also administratively placed by the Fairfax County School Board. The alternative high schools serve students aged 17 to 22 years.

Alternative Instruction Arrangement (AIA)

The Alternative Instruction Arrangement (AIA) program is designed for middle school students who are first-time offenders for excessive tardiness, unexcused absences, and/or use of profanity. The program was established in lieu of out-of-school suspension. Notices are sent to teachers who give students their work assignments for the day. Students spend the day in a designated room doing schoolwork. The room monitor is a safety and security assistant designated by the school.

Alternative Learning Centers

The Alternative Learning Centers (ALCs) are designed to provide educational services for students in grades kindergarten through ten (10) who are experiencing behavioral or academic difficulties, school anxiety; who may be pregnant or parenting; or who simply require a nontraditional learning environment. Additionally, the ALCs serve students who have been involved in serious disciplinary incidents. ALCs offer full-day programming, including electives (or specials for the elementary-age students) with bell schedules being closely aligned with the host schools to allow for dual enrollment on an individual basis. This full-day programming allows students to maintain academic progress and earn equivalent credits to those they would have possibly earned at a comprehensive school.

Applied Behavior Analysis Support

Applied Behavior Analysis (ABA) designs and supports instructional services using applied behavior analysis (ABA) methodologies in collaboration with teachers, staff, and family members to support students with autism and related disabilities at the preschool, elementary, and secondary levels. These services provide an educational environment that enhances independent functioning and development in academics, communication, social/emotional skills, and adaptive skills. Pre K-12 ABA staff provide ongoing training and direct support to school staff to enhance the delivery of services using ABA methodologies, including the development and implementation of individualized instructional curricula and behavioral programs.

Assistive Technology for Students with Disabilities

The Assistive Technology Services (ATS) program is designed to improve access to FCPS curriculum for students who receive special education services or have a 504 plan by providing specific assistive technology recommendations; providing appropriate assistive technology equipment and software to students; and training students, staff, and parents on the use of the technology. The need to provide assistive technology equipment, peripherals, and software on a case-by-case basis is mandated by federal law. Placement of appropriate technology interventions are evaluated on a regular basis to ensure the use of the best available technology required for each student with a disability. Purchase of equipment and software is made throughout the school year as specific assistive technology needs of current and newly identified students change.

Behavior Intervention and Support

This program is designed to provide support to pre-K-12 students facing behavioral difficulties that interfere with access to the general education curriculum. Behavior Intervention teachers are trained in a variety of behavioral interventions. Their role is to build capacity in school staff by targeting academic and behavioral improvement and providing social and emotional support when students face significant challenges. Behavior Intervention teachers provide proactive, preventative supports, including targeted staff development and parent workshops. This program also includes the Intensive Alternative Behavior Supports (IABS) Program. The purpose of this program is to establish and implement a comprehensive system wide service delivery model that meets the FCPS School Board's Essential Life Skills goals and allows students with disabilities to achieve their full potential.

Career and Technical Education

The Career and Technical Education (CTE) curricula are focused around six program-specific areas: business and information technology, family and consumer sciences, health and medical sciences, technology and engineering education, marketing, and trade and industrial education. Students enrolling in a CTE course study the technical applications of many occupations while preparing for higher education and/or employment opportunities. Students have the opportunity to earn industry credentials associated with their chosen career pathway. CTE curricula are focused on developing workplace readiness skills and creative and critical thinkers who are able to collaborate and communicate to solve real world problems.

Instructional Program Summary

Career and Transition Services

Career and Transition Services provides transition planning and a variety of career-related options to secondary students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA). Career and Transition Services are provided at all high schools, select middle schools, high school academies, special education centers, and select nontraditional programs. The goal is to provide students with the necessary skills for self-determination, independent living, and further education or employment.

College Success

The College Success Program comprises individual programs that help prepare students for college. The programs include: Advancement Via Individual Determination (AVID), the College Partnership Program (CPP), the Early Identification Program (EIP), and the Pathway to the Baccalaureate Program and Pathway Connection. The College Success Program targets students who require additional support in order to enroll and succeed in college. College Success Program students include first generation college students, students traditionally underrepresented in college, and students who are economically disadvantaged.

Advancement Via Individual Determination (AVID)

The AVID program provides academic support for students “in the middle” who aspire to attend college and would benefit from daily in-school instructional support in order to be successful in a college preparatory course which includes honors, International Baccalaureate, Advanced Placement, and dual enrollment courses. The foundation of the program is an elective course that includes instruction in a variety of skills; tutorials designed to increase higher-level thinking and success in rigorous courses; and motivational activities, guest speakers, and college and career exploration.

College Partnership Program (CPP)

This program provides activities and experiences that foster in students, particularly minority students, positive attitudes toward academic achievement and increasing college attendance through knowledge and understanding of higher education programs. CPP students attend monthly meetings hosted by school-based staff members that serve as “CPP advocates.” Important features of the CPP experience include visits to college campuses, career exploration, SAT preparation classes, and parent education sessions.

Early Identification Program

The Early Identification program, offered in partnership with George Mason University, is a multiyear college preparatory program for middle and high school students from populations traditionally underrepresented in postsecondary education. The program is designed to increase college enrollment, improve academic excellence, and heighten academic aspirations.

Pathway to the Baccalaureate Program and Pathway Connection

Pathway to the Baccalaureate supports students in the 12th grade who have demonstrated high potential for success in postsecondary studies. Students receive supplemental services designed to provide a smooth transition to attendance at and graduation from Northern Virginia Community College (NOVA) with an A.S. or A.A. degree followed by continued study at George Mason University and the completion of a baccalaureate degree. Pathway Connection is a feeder/companion program to Pathway to the Baccalaureate and supports students in the 10th and 11th grade. The program is designed to reduce the number of high school graduates who require remedial course placement at Northern Virginia Community College.

Core Elementary Instruction

The Elementary School Core program includes all the direct costs to operate the elementary schools in Fairfax County Public Schools, such as teachers, as well as the costs for nonschool-based instructional support staff and expenses. The core instructional programs include all disciplines in which instruction is required by the State. These areas of discipline include English/language arts, fine arts, health/physical education, mathematics, science, and social studies.

Core Middle School Instruction

The Middle School Core program includes all the direct costs to operate middle schools, the middle grades of secondary schools (grades 7-8), and students in 6th grade at Glasgow, Holmes, and Poe Middle Schools. The core instructional programs include all disciplines in which instruction is required by the State. These areas of discipline include English/language arts/reading, fine arts, health/physical education, mathematics, science, social studies, and world languages.

Core High School Instruction

The High School Core program includes all the direct costs to educate high school students and operate all high school facilities and a portion of three secondary schools (including all teacher positions). The core instructional programs include all disciplines in which instruction is required by the State. These areas of discipline include English/ language arts, fine arts, health/physical education, mathematics, science, social studies, and world languages.

Crisis Intervention Services

This program serves two distinct functions, crisis intervention and dropout prevention (student attendance monitoring). Crisis intervention services are direct services provided to schools as a response to critical incidents and losses affecting the mental health and well-being of students. Dropout prevention (attendance monitoring) is a state-mandated function requiring school attendance officers to assist schools in enforcing Virginia compulsory attendance law, while developing intervention plans and attendance improvement agreements with students and parents.

Deaf/Hard of Hearing and Vision Impairment Services

Services for students who are deaf or hard of hearing (DHH) are provided through a broad continuum of delivery options. There are specialized DHH site-based programs at the elementary, middle, and high school levels that provide intensive instruction in one or more of the following communication modes: auditory/oral approach, American Sign Language, and cued speech. Site-based programs allow DHH students an opportunity to be with peers who share their communication modality. Approximately 20 percent of students identified as deaf or hard of hearing are served in site-based programs. Vision Impairment (VI) services are offered by the FCPS Department of Special Services in cooperation with the Virginia Department for the Blind and Vision Impaired. Itinerant teaching staff serve the majority of students and a small number of secondary students are served in a resource program at Robinson Secondary School. A vision teacher may provide support to a student within the classroom or on an individualized basis as appropriate. Specialized instruction focuses on Braille literacy skills and often efficiency of print reading, as well as compensatory skills within the context of the general education curriculum.

Driver Education – Behind-the-Wheel

The Driver Education Behind-the-Wheel program provides eligible students with state-approved after-school and summer instruction and state-approved behind-the-wheel instruction. The classroom portion of driver education is provided as part of the 10th grade curriculum and offered during the summer through Adult and Community Education. Behind-the-wheel tuition fees are established annually.

Due Process and Eligibility Services

Due Process and Eligibility Services' primary responsibility is to establish procedures for implementing IDEA and Section 504 of the Rehabilitation Act of 1973, as amended, in accordance with federal and state regulations. In fulfilling this responsibility, the office designs, implements, and maintains the procedures required for implementation of the Regulations Governing Special Education Programs for Children with Disabilities in Virginia pursuant to FCPS [Regulation 2670](#) and the Section 504 Procedures Manual pursuant to FCPS [Regulation 1454](#). The procedures and accompanying forms are used at all schools to ensure that a free and appropriate public education is provided to all eligible students with disabilities. The Due Process and Eligibility Services Office monitors compliance with the special education eligibility process and Individualized Education Programs (IEPs) for all students with disabilities in FCPS through the online tool, Special Education Administrative System for Targeting and Reporting Success (SEA-STARs). Due Process and Eligibility Services assists school staff and parents in proceedings related to dispute resolution, systems of mediation, complaints, and due process hearings.

Early Childhood Identification and Services

The Early Childhood Identification and Services program serves children with developmental delays ranging in age from 20 months to five years. Children who are deaf or hard of hearing are eligible for services from birth. Children referred for evaluation for special education services are served by Early Childhood Assessment Teams (ECAT). ECAT provides initial screening and evaluation of preschool-aged students with known or suspected delays in development and determines eligibility for special education. Once educational delays are identified, children and families are provided both direct and consultative services in a variety of environments, including in the home or community, in community preschool sites, and in early childhood special education classes at school division sites. These services are provided by

Instructional Program Summary

early childhood special education teachers. Program goals include addressing individual needs in areas of delay; helping children acquire skills for transition to kindergarten; and building parent awareness of child development and effective ways for providing developmentally-appropriate experiences in the home and community.

Elementary Magnet Schools

FCPS' magnet schools include Bailey's Elementary School for the Arts and Sciences, Bailey's Upper, and Hunters Woods Elementary School for the Arts and Sciences. Funding provides staffing, training, substitutes, staff development, and supplies to provide resources and enrichment opportunities in science, technology, and performing arts. Bailey's and Hunters Woods serve students within their immediate boundaries, as well as students from outside their boundaries through a computerized random lottery.

English for Speakers of Other Languages (ESOL)

ESOL services are offered at all schools in FCPS. Students who are found eligible for ESOL services develop English language proficiency in tandem with content concepts and skills in order to demonstrate understanding of grade level standards. Specialized instructional techniques and resources are used to foster English language development and proficiency.

Extended School Year Special Education Services

This program provides special education services for students with disabilities who require services beyond the normal school year for the intent of providing a free appropriate public education (FAPE) in accordance with the child's individualized education program (IEP). The program includes consultative, itinerant, and resource services, as well as direct instruction in critical life skills for students at all levels. Extended School Year (ESY) Services address individual student goals in reading, math, social skills, and life skills at the elementary, middle, and high school levels. The goal of the program is to maintain progress made during the school year and to minimize the risk that a break in services during the summer would negatively impact a student. Eligibility, as well as the scope and nature of these services, is determined by each student's IEP team. For example, some students work at home under parental guidance and teacher consultation. Others participate in an ESY learning community for four or more weeks, working on specific ESY goals. Some students require services throughout the summer. ESY services are not limited to the summer and may include instruction during extended school breaks throughout the year, or as an extension of the regular school day. The level of services required to provide a FAPE is determined by individual student needs. ESY services are mandated in IDEA.

Family and Early Childhood Education (FECEP)/Head Start/Early Head Start

FECEP and Head Start/Early Head Start (EHS) grant programs are comprehensive child development programs serving children ages birth to five years and pregnant women from income-eligible families living in Fairfax County. The programs are designed to provide quality early childhood experiences aligned with *Portrait of a Graduate* outcomes and to prepare children to successfully enter Kindergarten. Comprehensive services are provided to children and families in the areas of education, family services, nutrition, health, mental health, disabilities, and parent engagement to promote the attributes of the *Portrait of a Graduate* and support success in school and in life.

Family and School Partnerships Program

Family and School Partnerships connects, strengthens, and supports Fairfax County's families, schools, and community by providing programs, resources, and services that promote student success in school and in life.

Family Life Education

The Family Life Education program is designed to provide age-appropriate instruction to students in grades K-12 in the areas of human growth and development, human sexuality, relationships, and emotional and social health. Curriculum and instruction support the *Portrait of a Graduate* attribute; students will engage in healthy and positive practices and relationships to promote overall physical and mental well-being.

Fine Arts

The Fine Arts program provides a comprehensive, sequential and cumulative arts education for students in kindergarten through grade 12. Elementary art and general music instruction are provided to all students in kindergarten through grade 6. In addition at the elementary level, band instruction is offered to students in grades 5 and 6, and orchestra

Instructional Program Summary

instruction is offered to students in grades 4 through 6. Students in grades 7 through 12 may enroll in a wide range of elective course offerings in dance, music, theatre, and visual art. Additional fine arts initiatives include the 6th Grade All County Choral Festival, annual fine arts field trips for students in grades four, six, and seven, Cappies Critics and Awards Program, district and state music assessments and festivals, and Scholastic Art Awards Program. The FCPS fine arts programs promote the development of *Portrait of a Graduate* attributes by encouraging students to become critical thinkers, creative problem solvers and effective communicators.

Full-Day Kindergarten

All FCPS Elementary Schools provide full-day kindergarten. The full-day kindergarten program provides the time and structure necessary to prepare children for later success in school. It leads to greater academic achievement; improves student attendance; and supports literacy, math, and language development. Full-day kindergarten furthers children's social/emotional development and promotes the attributes of the *Portrait of a Graduate*.

High School Academies

Advanced technical and specialized elective courses are available at academies located at six high schools. Students interested in pursuing careers in world languages, business, engineering and scientific technology, health and human services, or arts and communications can enroll in advanced technical and specialized elective courses not available in regular high school programs. High School Academies focus on real world experiences and developing workplace readiness skills.

Homeless Student Services

This program serves the growing number of homeless students and families in Fairfax County, as well as students in foster care, coordinating delivery of a variety of educational services under the McKinney-Vento Homeless Assistance Act and the Fostering Connections to Success and Increasing Adoptions Act of 2008.

Instructional Technology

The fundamental purpose of Instructional Technology Integration is to advance learning and empower all members of the FCPS community to use technology as an essential learning tool with a focus on results. The program aims to develop the capacity of students, teachers, and instructional leaders in using technology to improve instruction and learning; support the use of technology to differentiate pace, content, product, time, and location; and to develop critical thinking, communication, collaboration, and creativity skills for all learners. The work of this program helps FCPS reach the goals outlined in the student success and caring cultures area of the strategic plan.

Interagency Alternative Schools

The Interagency Alternative School (IAS) programs are a group of small school programs that are in the continuum of the Nontraditional School Programs in FCPS. IAS provides staff, materials, and program direction to 10 programs located at 26 sites administered and co-funded with other public agencies. This cooperative interagency effort meets the needs of the whole child. These alternative schools offer an education program for disaffected youth who have not been successful in traditional school settings. Through the use of success-oriented teaching methods and materials, small class size, and a structured environment, these programs facilitate the students' positive growth and development in both academic and social skills. Special education accommodations are available at all sites, and individual plans are developed to determine and meet the needs of students with disabilities and to provide access to instruction.

International Baccalaureate High School Program

The International Baccalaureate Diploma Program (IBDP) is available to 11th and 12th grade students in eight high schools. The IBDP courses provide a rigorous education that focuses on a worldwide perspective. Students may participate as IB diploma candidates or by taking one or more IBDP courses in areas of academic strength and interest. Students enrolled in an IB course are required to take the IB examination and receive a 1.0 weighted grade. IB students may also pursue the IB Career-related Certificate (IBCC), currently being offered at four of the eight IB high schools. The IBCC is an academic qualification designed to support schools and colleges that offer career-related courses to their students.

Instructional Program Summary

International Baccalaureate Middle Years Programme

The International Baccalaureate Middle Years Programme (IBMYP) is offered to all students in grades 6-10 at 14 middle, high, and secondary schools. Literacy and the development of world languages are essential school-wide expectations of the IBMYP. Curricula and assessments are articulated to best prepare students for successful participation and completion of IBDP coursework. Action and service are fundamental elements of the IBMYP, fostering international-mindedness and empathy for others.

Junior Reserve Officers Training Corps

Junior Reserve Officers Training Corps (JROTC) provides a four-year program of instruction that emphasizes academic preparation, citizenship, leadership, and character development. The program is defined by the scope and nature of the particular military service branch. There is no military obligation required of students participating in the JROTC program.

Language Immersion

Select schools offer world languages immersion programs in French, German, Japanese, Korean, or Spanish. Students develop *Portrait of a Graduate* attributes as they acquire the world language while mastering the content curriculum. At the elementary level, the world language is acquired through teaching math, science, and health in the target language. The program was expanded to the middle school level in 1995 and provides high school credit courses for students in grades 7 and 8, thus allowing students to continue to develop their language proficiency.

Library Information Services

This program provides differentiated instruction and materials in various formats for students and teachers to pursue academic, professional, and personal interests. Librarians work with teachers to provide integrated instruction including, but not limited to, critical and creative thinking, and multiple literacies (information, reading, and media). The library program works to ensure that students and teachers are effective users and producers of ideas and information.

Multi-Agency Services

Multiagency Services is responsible for the educational placement of students with disabilities in private day and residential schools through the Individualized Education Program (IEP) process when no appropriate program is available within Fairfax County Public Schools (FCPS). FCPS personnel implement and monitor all necessary evaluations and IEPs to support the students for the duration of their special education programs in private school placements. They also assist in the acquisition of contracts and services provided to students as required through the Children's Services Act.

Needs-Based Staffing

Needs-Based Staffing provides variable levels of additional staffing to schools at the elementary, middle, and high school levels based on the percentage of students eligible for free and reduced-price meals (FRM). When a school's FRM reaches 20 percent, a weighted factor is applied to the number of FRM eligible students in the general education staffing formula to generate additional staffing. The weighted factors depend on the percentage of FRM eligible students at a school to ensure that schools with larger percentages of FRM eligible students receive additional staffing.

Online Campus

The Online Campus program offers core and Advanced Placement high school courses for students to take through FCPS 24-7 Learning. The Online Campus provides high quality core high school classes that are aligned with the Virginia Standards of Learning and the Fairfax County Public Schools Program of Studies. The philosophy of the Online Campus is to allow students to enroll throughout the year, whether it is at the beginning of the school year or for accommodating those who move in and out of traditional high school settings due to situations that would prevent them from continuing their instruction.

Out-of-School Academic Support Services

This program consists of homebound instruction, home-based instruction, and out-of-school academic support services (OSS). Both homebound instruction and home-based instruction provide continuity of educational services between the classroom and home, health care facility, or other situation for a student who, because of illness or disciplinary action, is unable to attend school. The OSS program is available for FCPS students who, in accordance with the FCPS SR&R, are unable to attend school due to a principal's suspension and referral to the Hearings Office. The goal of the program is

to keep the student as engaged as possible with classroom instruction in order to minimize academic loss. An OSS case manager makes regular contact to ensure that the student is continuing to receive, complete, and return class work to and from school during the entire suspension period. On-site academic instruction, coordinated through the Office of Special Education, Interagency Alternative School Programs, and OSS is available for some students who have been suspended with a recommendation for expulsion/re-assignment. This program allows students to receive direct instruction, at one of two approved sites, from an FCPS classroom teacher during the time the student is not able to attend school. Student's continual progress in his or her classes will help ensure a smooth transition back into the classroom and minimize academic loss.

Parent Liaisons

Parent liaisons are part-time, hourly employees who enhance communication and build partnerships between schools and parents to improve student achievement. These staff are located at each school and work closely with the school leaders to support parents.

Parent Resource Center

The FCPS Parent Resource Centers (PRC) work to encourage parent participation in the educational decision-making process by fostering the parent/professional partnership; promoting parent awareness of the services provided by FCPS for children with learning challenges, special needs, or disabilities and their families (e.g., by providing seminars, training, resources, conferences, and referrals); and serving as a resource for educators and the community. The PRC also helps families of students with disabilities navigate the special education process, as well as provide resources to teachers, administrators, and community members on a variety of special education topics. The Parent Resource Centers are available to all students, parents, and teachers of students with learning challenges, special needs, and those receiving special education services. Parent Resource Centers are strategically located in the Dunn Loring Administrative Center and Hayfield Elementary School.

Physical and Occupational Therapy Services

Physical and Occupational Therapy Services supports students with disabilities when an IEP team determines physical and/or occupational therapy services are required for the student to access, participate in, and benefit from the educational program and engage meaningfully in school, home, and community experiences. Physical therapists and physical therapy assistants collaborate with team members to address safety concerns, facilitate access to learning activities, and support functional mobility throughout the school environment. Occupational therapists and certified occupational therapy assistants collaborate with team members to facilitate participation in meaningful daily living, school task, work and play occupations. Therapy services addresses the performance needs of students at all grade levels as they access the curriculum and learning environment, participate in school activities, and prepare for their transition out of school programming and into the community. Therapy Services practitioners identify and address risk factors and behaviors that may impede functioning and participation; promote health, wellness; and enhance engagement meaningful tasks, roles and routines. Services are delivered collaboratively through participation in classroom instruction, providing training and technical assistance, and serving on problem-solving teams.

Positive Behavior Approach

Positive Behavior Approach (PBA) is a systems approach to enhancing the capacity of schools to educate all children to lead responsible, fulfilling, and respectful lives. The process focuses on improving a school's ability to teach and support the social-emotional and behavioral learning of all students through the development of a multi-tiered system of support. Two specific approaches, Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom (RC), have been promoted as practices used in the design of a PBA along with other social-emotional initiatives across FCPS (e.g., Character Education, Bully Prevention and Intervention).

Procedural Support Services

The Procedural Support Services section provides direct support to school-based administrators and staff in five regions to ensure compliance with federal, state, and local regulations. Procedural support liaisons and due process and eligibility specialists provide guidance to schools about the provision of services to students with IEPs or 504 plans and facilitate the implementation of federal, state, and local regulations for special education and Section 504. They also respond to school, parent, and community concerns regarding special education services and 504 plans.

Instructional Program Summary

Project Momentum

Project Momentum is a focused, systematic, research-based academic standard improvement strategy to continue moving FCPS' most challenged schools forward to close the achievement gap and improve overall academic performance in four core areas: reading, mathematics, science, and social studies. Project Momentum is designed as a tiered school support model offering intensive-level supports for designated schools and targeted-level supports for additional schools.

Reading Initiatives

The Reading Initiatives program provides additional instructional resources for elementary teachers. Materials are developed to support differentiated instruction in language arts. The goal is to have every second grader read at or above grade level. In addition, assessment materials and staff development for reading teachers and elementary teachers in reading and writing instruction, assessment, and the use of assessment data to differentiate instruction are provided.

School Counseling Services

K-12 school counseling programs align with and support the instructional mission by promoting and ensuring academic success for all students to graduate college and career ready. Professional school counselors, directors of student services, career center specialists, and FCPS School Counseling Services work collaboratively as leaders and advocates to close the achievement gap. School counselors collaborate with teachers, administrators, school psychologists, social workers, other staff members, parents and/or guardians, and community leaders to address the academic, career, and social/emotional development of all students and prepare them to be independent thinkers, responsible citizens, and life-long learners. FCPS school counseling programs are aligned with the Virginia Department of Education Standards for School Counseling Programs in Virginia Public Schools.

School Psychology Services

School Psychology Services provides observations, evaluation, and consultation to teachers and parents when students struggle to learn or to behave as expected. School psychologists work with parents and school staff members to identify and address any mental health concerns that arise, are first responders on crisis teams, and engage in extensive prevention and intervention in the areas of peer conflicts, bullying, depression, and adjustment to specific life stresses. Services are available in every school and program in FCPS and are provided to children from preschool age through high school.

School Social Work Services

School social workers are assigned to each school and special education center in the school division, and most serve two sites. Students are referred to school social workers for a variety of reasons: to respond to social, emotional, or behavioral difficulties; family needs; or for assessments related to special education. The primary goal of the school social work program is to ensure that all students have access to the educational opportunities needed to achieve their individual potential. School social workers are first responders on crisis teams and provide prevention and intervention services to students and their families.

Science and Engineering Fair

The Science and Engineering Fair is a countywide competition sponsored by FCPS to provide area science students an opportunity to showcase their expertise, critical thinking and problem solving skills. The fair is an exposition of learning and provides students the opportunity to use their communication skills with the science professionals who serve as judges. This program is affiliated with the International Science and Engineering Fair and provides winners the opportunity to compete at the state and international levels.

Special Education Instruction (PreK-12)

The Special Education Instruction program provides instructional services to meet the individual needs of students with learning disabilities (LD), emotional disabilities (ED) and autism. A continuum of services is available at every school. Comprehensive services are provided at selected sites where more intensive staffing and clinical support are available. The services assist students in developing academic skills, meeting graduation requirements, and acquiring the social/emotional skills needed to be successful in school and community environments. Embedded in this program

are extensive training resources and supports for special education teachers, instructional assistants, school-based administrators, and other staff to meet the needs of students with disabilities. Building capacity through collaborative processes, providing specialized expertise to support unique student needs in teaching and learning, supporting best practices and staff accreditation, and promoting educational access through inclusive practices are the primary areas of emphasis for professional learning.

Speech and Language

The Communication Disorders Program provides assessment and interventions for students with speech/language disorders. Itinerant speech-language pathologists collaborate with educational teams to provide services to students through a continuum of service delivery options. Specialized instruction is delivered through a collaborative team approach to support student learning and provide access to the curriculum.

Student Registration

Student Registration is responsible for registering all language minority students, as well as processing all school applications related to residency, foster care arrangements, tuition-paying students, student transfers, and foreign exchange students. This office provides interpretation and translation services to schools, parents, and students, and it approves and supervises all students deemed eligible for home schooling or religious exemption. Student Registration also provides supervision and liaison services related to student health and all health issues that affect students and the school communities.

Student Safety and Wellness

The Student Safety and Wellness Office provides proactive prevention education and early intervention strategies for preventing youth violence and substance abuse in schools and the community. It provides training and resources for school mentoring, peer mediation, conflict resolution programs, and runs the Alcohol and Other Drugs and Restorative Justice conferences to address disciplinary infractions. The program also supervises teachers and school counselors who act as school mentors for students under court supervision or at high risk for court involvement with programs to help monitor student behavior.

Summer Programs

Fairfax County Public Schools is committed to providing programs that offer opportunities for students to learn throughout the summer. Our centrally funded intervention programs focus on the following priorities:

- Providing opportunities for targeted students to:
 - Build the skills, habits and knowledge needed to be successful in future academic pursuits.
 - Make progress towards on time graduation.
- Encouraging all FCPS students to establish and maintain a habit of reading throughout the summer.

In order to meet these priorities, there will be a continuation of Bridge to K (B2K), Young Scholar Summer Camps (YS), and Credit Recovery Academy (CRA), which all have a history of positive impact on student achievement and are aligned to the Goal 1 Student Success in the Strategic Plan. In addition, a new Summer Reading Incentive Program: *Book Your Summer* has been designed to foster and promote reading by all FCPS students.

Bridge to K Summer Program

Bridge to K is a three week summer program for rising kindergartners who were on the FECEP/HS waitlist and/or who have been identified as not having Pre K experience. Students have the opportunity to develop executive functioning skills and school behaviors through participation in Circle Games and other learning experiences. This program includes parent involvement opportunities and is intended to promote a smooth transition to kindergarten for students and families.

Young Scholars Summer Program

Students in Young Scholars (YS) summer camps are offered an academically stimulating setting that extends learning and builds problem-solving skills in order to prepare them for rigorous coursework and advanced academic experiences during the following school year and beyond. Students engage in high level curricula that explore Science, Technology, Engineering, and Math (STEM) fields, and learn about possibilities for future STEM-related careers.

Instructional Program Summary

Credit Recovery Academy

The Credit Recovery Academy (CRA) provides the opportunity for students who have previously failed a high school course to retake the course and earn credit towards graduation. Students will be able to enroll in one course from the twelve courses that will be offered. Special Education and ESOL support will be provided in accordance with student need. Instruction will be targeted to specific skills and concepts for each student. All students who complete credit recovery courses will receive a grade.

Two other programs will be included in the CRA: ESOL Literacy and Numeracy and SOL Remediation. The ESOL program provides students with interrupted formal education the opportunity to develop numeracy and literacy skills necessary for success in future credit-bearing English and mathematics courses. This three-week, noncredit class allows students to meet with teachers in a face-to-face setting daily. In the SOL Remediation program, students receive instruction in preparation for an SOL End of Course test and then have the opportunity to retake the test. This opportunity is available for Algebra 1, geometry, biology, reading, and writing SOL tests.

Summer Literacy Incentive Program: Book Your Summer

This K-12 program is intended to build a community of readers in FCPS. Every student will have an opportunity to “Book Their Summer” and spend the summer reading using the READ! card as a guide. The cards act as a Bingo game. Students successfully participate if they achieve a “READ!” of their choice across the card. All participants will receive a certificate or school recognition. Participants in each school will qualify for a chance to win two individual prizes: \$50 in additional books of their choice or a laptop.

In order to increase access to books, schools hosting summer programs will also open their school library collections at designated times so that students who attend those base schools, even if they are not participating in a Summer Learning Program, will be able to checkout and exchange books. Among all programs, 65 schools will provide summer book checkout opportunities. In addition, all students will have access throughout the summer to online book resources MyON Digital Library and TumbleBooks Library. These books are most appealing to students K-8.

Summer Online Campus and Enrichment Programs

Summer academic programs also include courses for academic acceleration through the FCPS online campus program. Enrichment programs include an assortment of camps and institutes where students explore science and technology fields as well as fine and performing arts.

Thomas Jefferson High School for Science and Technology

Thomas Jefferson High School for Science and Technology is a Governor’s region magnet school, which is designed to attract students with special interests and aptitudes. The school serves students with special abilities and interest in science, mathematics, and computer science.

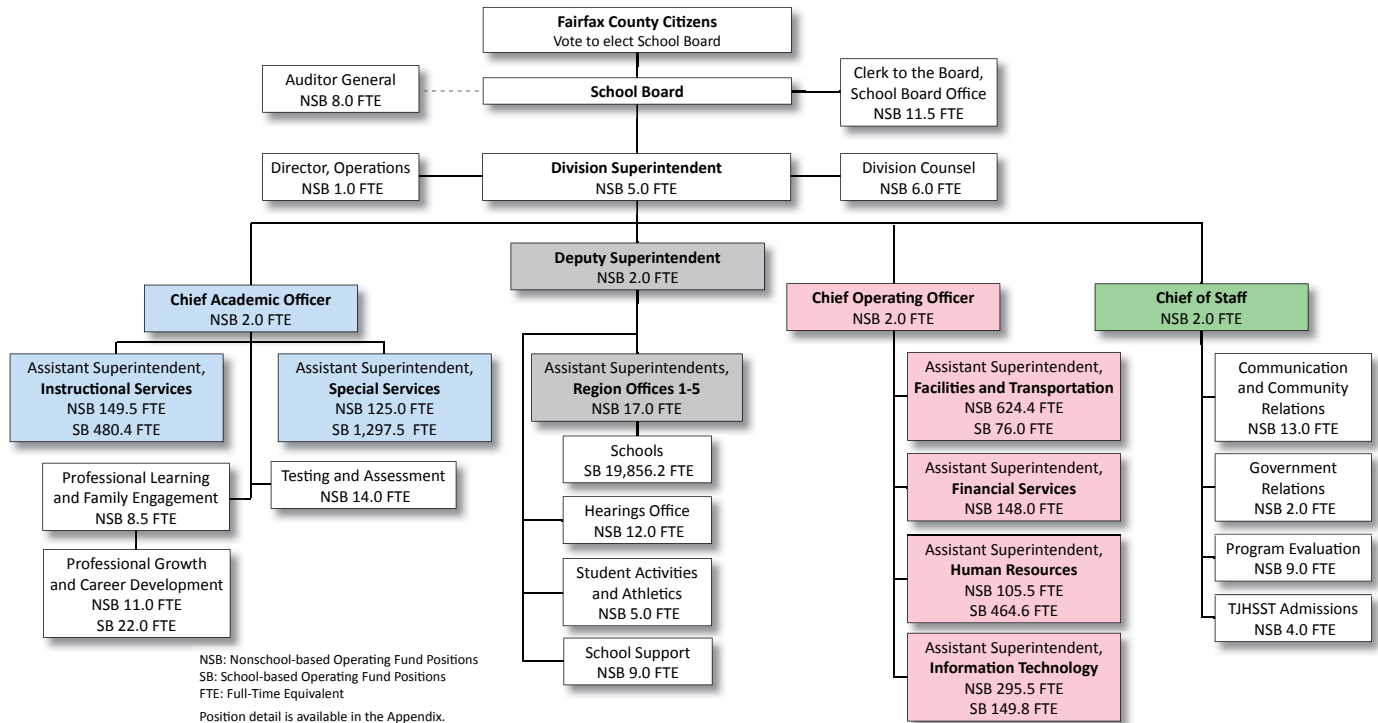
Title I

For schools with high concentrations of students from low-income families, Title I provides supplemental funding for resources to help ensure that all children meet challenging state and academic achievement standards and receive a high-quality education. The Title I program improves language art strategies and skills, develops mathematic concepts and skills, promotes critical thinking and problem solving, and encourages family engagement in the education of children.

Young Scholars

Young Scholars is a K-12 model that is designed to increase the proportion of historically underrepresented students in advanced academic programs. It is built around the key concepts of early identification, support of committed professionals, targeted in-school interventions, and extra-curricular opportunities. School administrators, teachers, and advanced academic resource teachers work together to identify and nurture advanced academic potential in young learners to prepare them for more challenging and rigorous coursework as they advance in grade level.

The FY 2017 Approved Budget provides a summary of divisionwide support organized by department and office level, and includes information on all nonschool-based positions funded from the School Operating Fund (SOF), as well as centrally-managed expenditures. This section includes summary information on the following departments and offices:



- School Board
- Division Superintendent
- Deputy Superintendent
 - o Region Offices
- Chief Academic Officer
 - o Instructional Services
 - o Special Services
- Chief Operating Officer
 - o Facilities and Transportation Services
 - o Financial Services
 - o Human Resources
 - o Information Technology
- Chief of Staff

The School Board's Strategic Plan includes beliefs, vision, and mission statements for all FCPS' planning activities. The Strategic Plan provides a framework for both the school system's operation and the budget and focuses on student success, caring culture, premier workforce, and resource stewardship. These four goals along with the process of overarching strategies, desired outcomes, actions, and metrics provide the framework for the Strategic Plan. The overall approach is to give the School Board and the community a quarterly update/report on the Strategic Plan, focused both on the work accomplished and the results achieved. In addition, the report will outline major Strategic Plan activities for the coming year that are designed to address areas in need of improvement. Detailed information on the [Strategic Plan and updates on each of the four goals](#) can be accessed on the FCPS website.

Divisionwide Support

In addition to the nonschool-based positions within the departments, several departments provide oversight for school-based positions. For example, Instructional Services' budget includes the itinerant band and strings teachers assigned to elementary schools. A listing of these positions follows. School-based positions work primarily in schools (e.g., in elementary schools, middle schools, high schools, or special education centers). However, there are also school-based positions working in other locations serving students (e.g., at alternative learning centers and Devonshire for hearing testing), or working directly with students or staff at those sites (e.g., assistant principals). School-based staff, supervised by the five region assistant superintendents, are detailed later in this section, under the description of the regions.

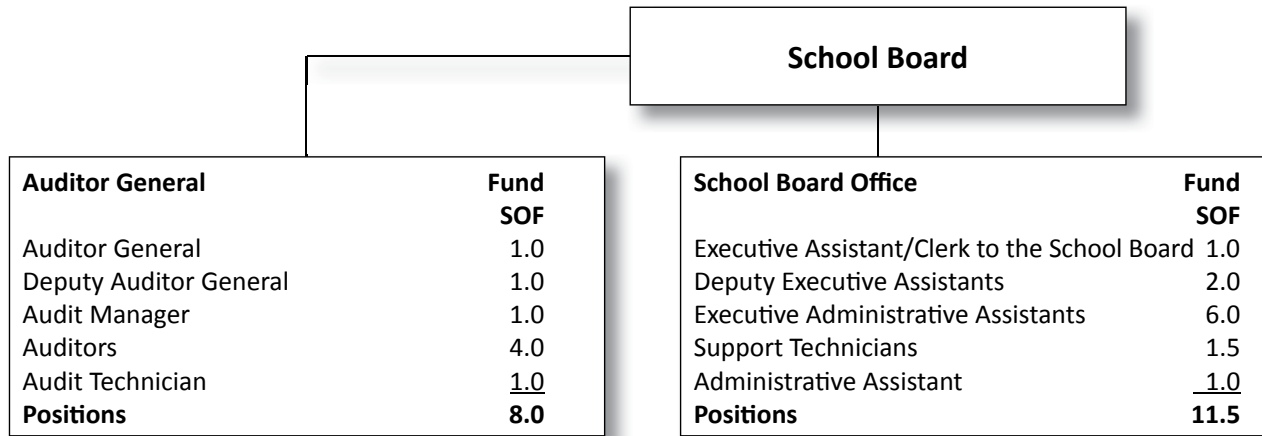
FY 2017 Approved Budget				
School-Based Positions Overseen by Chiefs and Departments*	SOF	G&SSP	ACE	Total
Chief Academic Officer				
Instructional Coaches	22.0	20.0	-	42.0
Specialists	-	3.5	-	3.5
Teachers	-	102.6	-	102.6
Instructional Assistants	-	10.0	-	10.0
Subtotal Chief Academic Officer	22.0	136.1	-	158.1
Chief of Staff				
Specialist	-	1.0	-	1.0
Facilities				
Operating Engineers	43.0	-	-	43.0
Field Custodians	33.0	-	-	33.0
Subtotal Facilities	76.0	-	-	76.0
Human Resources				
Staffing Reserve/Placeholder	464.6	-	-	464.6
Instructional Services				
Teachers	466.4	12.5	3.5	482.4
Specialists	1.0	37.5	8.0	46.5
Instructional Assistants	2.0	-	-	2.0
Specialized Assistants	8.0	-	-	8.0
Technical Personnel	1.0	3.0	-	4.0
Office Assistant Personnel	2.0	12.0	8.0	22.0
Subtotal Instructional Services	480.4	65.0	19.5	564.9
Information Technology				
Technology Support Specialists	136.8	-	-	136.8
Management Technician	1.0	-	-	1.0
Network Analyst	1.0	-	-	1.0
Network Engineers	11.0	-	-	11.0
Subtotal Information Technology	149.8	-	-	149.8
Special Services				
Principals	3.0	-	-	3.0
Assistant Principals	3.0	1.0	-	4.0
Supervisor	1.0	-	-	1.0
Specialists	351.0	1.0	0.8	352.8
Technical Personnel	80.0	-	0.7	80.7
Teachers	743.5	17.7	-	761.1
Instructional Assistants	67.0	0.5	-	67.5
Specialized Assistants	33.0	-	-	33.0
Office Assistant Personnel	16.0	1.0	-	17.0
Subtotal Special Services	1,297.5	21.2	1.5	1,320.1
Total School-Based Positions by Fund	2,490.1	223.3	21.0	2,734.4

SOF - School Operating Fund

G&SSP - Grants and Self Supporting Programs Fund

ACE - Adult and Community Education Fund

*Does not add due to rounding.



Total School Operating Fund (SOF) Positions: 19.5



Department Mission

The two offices in this department provide a service to the School Board, but have unique independent missions and objectives. The mission of the [Fairfax County School Board Office](#) is to maintain the public records of all School Board business and to ensure the availability of those public records, as required by the Code of Virginia. As a service to the School Board and FCPS management, the mission of the Office of Auditor General is to independently determine whether the ongoing processes for controlling fiscal and administrative operations throughout FCPS are adequately designed, functioning in an effective and efficient manner, and fully accountable to its citizens.

School Board Office

The School Board Office provides executive administrative and technological support to the 12 elected members of the Fairfax County School Board. The office is responsible for maintaining official exhibit files of all School Board meetings and historical legal records. Responsibilities also include compiling and publishing agendas and agenda items for all School Board meetings, maintaining the School Board web page, and posting information to include School Board meeting minutes and calendars of all School Board meetings to keep the public informed. The office is also responsible for coordinating, maintaining, and posting all current Fairfax County Public Schools policies, regulations, and notices to the web page. The School Board Office oversees the required administrative processes for student disciplinary hearings conducted by the School Board.

Office of the Auditor General

To protect Fairfax County Public Schools' achievement of its strategic goals, the Office of the Auditor General's mission is to independently determine whether the ongoing processes for controlling fiscal and administrative operations throughout FCPS are adequately designed, functioning in an effective and efficient manner, and fully accountable to its citizens. The office accomplishes this by providing performance/operational, financial, and compliance audits and consultative services to the School Board and management; by conducting investigations of fraud, waste and abuse; and identifying risks and opportunities.

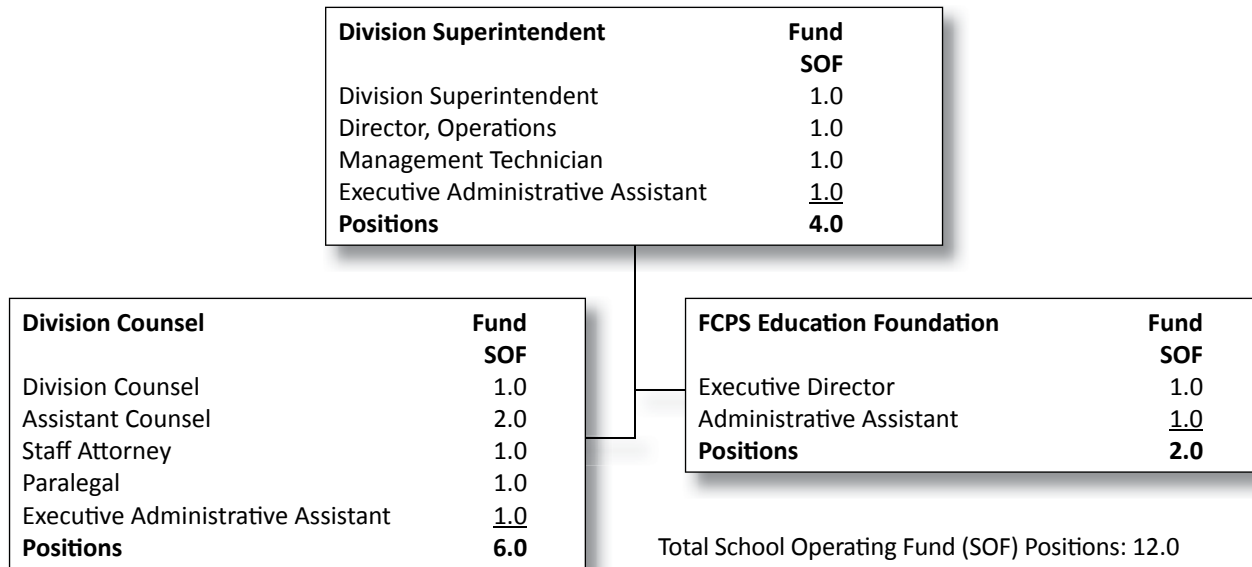
School Board Office

Explanation of Costs

School Board Office (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 1,424,128	\$ 1,625,535	\$ 1,821,550	\$ 1,923,691	\$ 2,157,783	\$ 2,206,624
FT Salaries	915,428	1,086,133	1,190,249	1,399,029	1,610,118	1,580,851
PT Salaries	273,722	284,470	307,752	305,662	373,110	451,218
Logistics	234,977	254,932	323,550	219,000	174,555	174,555
FTE	14.5	16.5	18.5	19.5	19.5	19.5

Nonschool-Based Operating Budget

The FY 2017 Approved Nonschool-Based Operating Budget for School Board Office totals \$2.2 million, a slight increase of \$48,841, or 2.3 percent, compared to the FY 2016 Approved Budget of \$2.2 million. Employee benefits are included in centrally-managed expenditures. Funding for full time salaries has a net decrease of \$29,267 while funding for part-time salaries, an increase of \$78,108, or 20.9 percent. The increase in part-time salaries represents primarily an increase in salary supplements. There is no change in logistics and positions.



Karen Garza
Superintendent

Department Mission

The mission of the [Superintendent's Office](#) is to provide overall leadership and direction to the school division.

Office of the Division Superintendent

The Office of the Superintendent manages division-wide operations; advises the School Board on matters of policy and procedure; implements federal and state laws affecting the school system, including regulations of the Virginia Board of Education; provides instructional leadership to educational staff; coordinates and administers student disciplinary hearings; and develops and implements strategies to constructively participate in state legislation and policy development.

Division Counsel

Division Counsel is the in-house legal office for the school system. Division Counsel attorneys advise the Superintendent, School Board, Leadership Team, principals, and program managers on a variety of legal issues; review and draft policies, regulations, legislation, contracts, and other legal documents; represent the Superintendent in administrative hearings and in other proceedings before federal and state regulatory agencies; conduct research and gather evidence to advise, defend, or initiate legal action; negotiate with opposing counsel to resolve disputes involving employees and students; train staff members regarding legal issues and requirements; and coordinate the work of outside counsel and monitor legal fees.

FCPS Education Foundation

The Education Foundation seeks public-private partnerships with businesses, philanthropists, and social leaders in order to fund and implement major initiatives that benefit FCPS students.

Division Superintendent

Explanation of Costs

Superintendent Office (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 7,210,658	\$ 5,032,746	\$ 4,475,495	\$ 3,731,412	\$ 3,059,778	\$ 3,712,429
FT Salaries	2,721,928	2,782,681	3,000,608	1,316,161	1,421,574	1,474,152
PT Salaries	124,302	103,294	131,366	126,470	95,183	97,256
Logistics	4,364,428	2,146,770	1,343,521	2,288,781	1,543,021	2,141,021
FTE	29.6	30.0	33.0	12.0	12.0	12.0
School-Based						
Expenditures	\$ (2,794,074)	\$ (3,180,663)	\$ (2,874,580)	\$ -	\$ -	\$ -
PT Salaries	(1,922,569)	(2,279,991)	(2,419,851)	-	-	-
Logistics	(871,505)	(900,673)	(454,729)	-	-	-

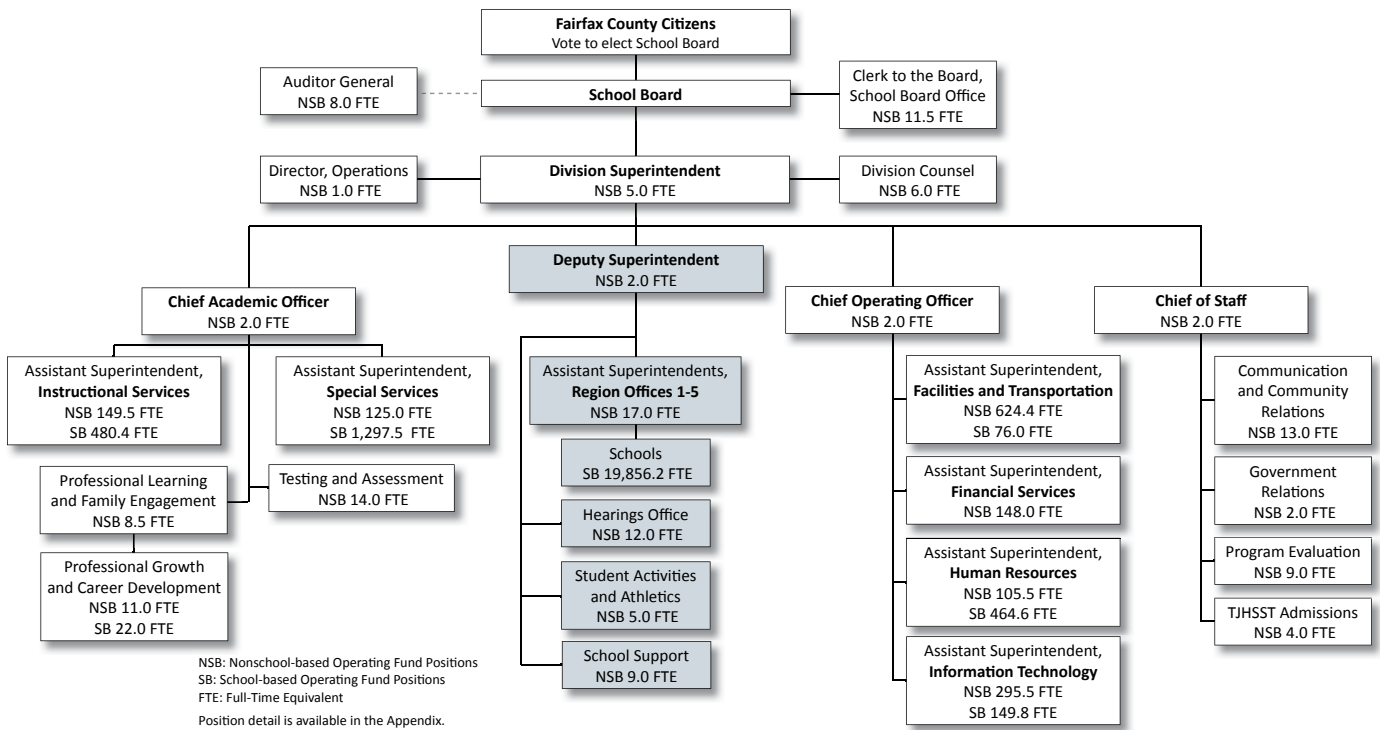
Nonschool-Based Operating Budget

The FY 2017 Approved Nonschool-Based Operating Budget for the Division Superintendent totals \$3.7 million, an increase of \$0.7 million, or 21.3 percent, compared to the FY 2016 Approved Budget of \$3.1 million. The net increase results primarily from an increase in legal fees. Funding for full-time salaries of \$1.5 million is a net increase of \$52,578, or 3.7 percent, compared to the FY 2016 approved and reflects expenditure adjustments for employee compensation including a step increase for all eligible employees and a 1.0 percent market scale adjustment. Employee benefits are included in centrally-managed expenditures. Part-time salaries total \$97,256, an increase of \$2,073, or 2.2 percent, due to a departmental realignment from logistics. The FY 2017 Approved Logistics Budget of \$2.1 million is comprised primarily of \$2.0 million for legal fees, an increase of \$0.6 million from the FY 2016 Approved Budget.

School-Based Operating Budget

As part of the division-wide reorganization, effective July 1, 2014, the school-based funding under the Student Activities and Athletics After-School Program funding moved to the Deputy Superintendent and Student Activities and Athletics.

Deputy Superintendent



Deputy Superintendent

Office of the Deputy Superintendent		Fund
		SOF
Deputy Superintendent		1.0
Executive Administrative Assistant		<u>1.0</u>
Positions		2.0

Hearings Office		Fund
		SOF
Hearing Officer		1.0
Assistant Hearing Officers		5.0
Hearing and Legal Technicians		2.0
Administrative Assistants		<u>4.0</u>
Positions		12.0

Student Activities		Fund
		SOF
Director		1.0
Student Activities Specialist		1.0
Athletic Training Programs Administrator		1.0
After School Programs Administrator		1.0
Administrative Assistant		<u>1.0</u>
Positions		5.0

School Support		
	Fund	Fund
	SOF	G&SSP
Coordinator, School Support	2.0	-
Educational Specialists	1.0	4.0
K-12 School Support Resource Teachers	5.0	-
Title I Resource Teachers	-	4.5
Data Specialist, Instructional Support	-	0.5
Administrative Assistant	<u>1.0</u>	<u>-</u>
Positions	9.0	9.0

Region Offices
See Page 292

SOF – School Operating Fund	
G&SSP – Grants and Self-Supporting Programs Fund	
Department (SOF):	28.0
G&SSP	<u>9.0</u>
Total Nonschool-based Positions:	37.0



Steven Lockard
Deputy
Superintendent

Mission

In support of the Superintendent, the deputy superintendent provides leadership and direction to FCPS' schools and centers.

Office of the Deputy Superintendent

Hearings Office

The Hearings Office conducts student disciplinary hearings and determines outcomes on behalf of the Division Superintendent; makes student disciplinary recommendations to the School Board and represents the Division Superintendent at School Board hearings; maintains records and data related to expulsion, exclusion, and reassignment recommendations and outcomes; decides suspension appeals; provides resource assistance and training to school-based and central office administrators; and conducts employee grievance hearings on behalf of the Division Superintendent.

Student Activities and Athletics Program

The Student Activities and Athletics Program is an integral part of the total elementary, middle, and high school education programs. Fairfax County Public Schools stresses the importance of providing a well-balanced activities program to augment the learning activities of the classroom. The student activities program is a progressive experience that prepares students for the challenges of adult life. Opportunities are provided at all levels and include participation in activities such as safety patrols, publications, student government, performing arts, honor societies, and special interest clubs, in addition to opportunities for student growth and enrichment through athletics.

School Support

Effective July 1, 2016, to move the Strategic Plan forward, functions from the departments of Instructional Services, Special Services, and Human Resources were realigned with no net impact; position adjustments were recognized as part of the FY 2016 Final Budget Review. From Instructional Services, functions were realigned to the Deputy Superintendent with the newly created Office of School Support recognizing the growing need to provide continuous support to all schools. The Office of School Support provides instructional leadership and support for all Fairfax County Public Schools and ensures that all FCPS employees engage in professional learning that enhances skills and practices that inspire, enable, and empower students to learn.

The FY 2017 Approved Budget School-Based Operating Budget for the Deputy Superintendent reflects a net expenditure credit of \$1.6 million, which is a decrease of \$0.2 million, or 11.7 percent as compared to the FY 2016 Approved Budget. The overall budget shows a credit due to the work performed for others received from Fairfax County for the After School Program managed by FCPS. Funding for part-time salaries reflects adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures.

Explanation of Costs

Deputy Superintendent Office (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ -	\$ -	\$ -	\$ 2,276,786	\$ 2,305,370	\$ 3,117,676
FT Salaries	-	-	-	2,233,038	2,045,397	2,850,225
PT Salaries	-	-	-	20,032	225,437	232,515
Logistics	-	-	-	23,716	34,536	34,936
FTE	0.0	0.0	0.0	20.0	20.0	28.0
School-Based						
Expenditures	\$ -	\$ -	\$ 16,300	\$ (3,022,866)	\$ (1,769,322)	\$ (1,562,034)
PT Salaries	-	-	-	(2,530,010)	(2,580,232)	(1,912,271)
Logistics	-	-	16,300	(492,856)	810,910	350,237

Nonschool-Based Operating Budget

The FY 2017 Approved Nonschool-Based Operating Budget for the Deputy Superintendent totals \$3.1 million, an increase of \$0.8 million, or 35.2 percent, over the FY 2016 Approved Budget. Funding for full-time salaries reflects an increase of \$0.8 million, or 39.3 percent, primarily due to an increase of 9.0 positions associated with the reorganization of Instructional Services functions that were realigned to the Deputy Superintendent with the newly created office of School Support, offset by a decrease of a 1.0 assistant administrative hearing officer vacancy transferred to the Department of Special Services to fund a safety and security specialist, as well as a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover.

School-Based Operating Budget

The FY 2017 Approved Budget School-Based Operating Budget for the Deputy Superintendent reflects a net expenditure credit of \$1.6 million, which is a decrease of \$0.2 million, or 11.7 percent as compared to the FY 2016 Approved Budget. The overall budget shows a credit due to the work performed for others received from Fairfax County for the After School Program managed by FCPS. Funding for part-time salaries reflects adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures.

Region Offices

Department Mission

The mission of the five Region Offices is to ensure educational excellence, equity, and higher expectations for student achievement in a safe learning environment; provide leadership, direction, and accountability for student achievement, school effectiveness, and community relations; supervise, advise, evaluate, and hire principals; serve as a school-community liaison; and serve as a broker/advocate for the delivery of services to schools.





Douglas Tyson
Assistant
Superintendent

Region 1

Administration	
	Fund
	SOF
Assistant Superintendent	1.0
Executive Principal	1.0
Executive Administrative Assistant	<u>1.0</u>
Positions	3.0

School-Based		
	Fund	Fund
	SOF	G&SSP
Principals	40.0	-
Assistant Principals	74.0	-
Directors, Student Activities	5.0	-
Directors, Student Services	10.0	-
Teachers	2,511.1	-
FECEP/Headstart Teachers	-	18.0
School Counselors	108.0	-
School Based Tech. Specialists	36.5	-
Certified Athletic Trainers	5.0	-
After-School Specialists	5.0	-
Finance Technicians	10.0	-
Safety/Security Specialists	6.0	-
Career Center Specialists	5.0	-
Instructional Assistants	544.0	-
FECEP/Headstart Assistants	-	22.0
Office Assistants	198.5	-
Custodians	<u>249.0</u>	<u>-</u>
Positions	3,807.1	40.0

State/Federal Projects	
	Fund
	SOF
Teachers	48.1
Instructional Assistants	<u>29.0</u>
Positions	77.1

Total School Operating Fund (SOF)	
Positions:	3,887.2
Grants and Self-Supporting Programs (G&SSP) Fund	
Positions:	<u>40.0</u>
Total Positions	3,927.2

Region Offices



Fabio Zuluaga
Assistant
Superintendent

Region 2

Administration	
	Fund
	SOF
Assistant Superintendent	1.0
Executive Principals	2.0
Executive Administrative Assistant	<u>1.0</u>
Positions	4.0

School-Based		
	Fund	Fund
	SOF	G&SSP
Principals	44.0	-
Assistant Principals	79.0	-
Directors, Student Activities	6.0	-
Directors, Student Services	12.0	-
Teachers	2,929.4	-
FECEP/Headstart Teachers	-	31.0
School Counselors	119.5	-
Career Experience Specialists	2.0	-
School Based Tech. Specialists	38.5	-
Certified Athletic Trainers	6.0	-
After-School Specialists	6.0	-
Finance Technicians	12.0	-
Safety/Security Specialists	6.0	-
Career Center Specialists	6.0	-
Instructional Assistants	624.0	-
FECEP/Headstart Assistants	-	31.0
Office Assistants	222.5	-
Custodians	<u>278.5</u>	<u>-</u>
Positions	4,391.4	62.0

State/Federal Projects	
	Fund
	SOF
Teachers	56.0
Instructional Assistants	<u>21.0</u>
Positions	77.0

Total School Operating Fund (SOF)	
Positions:	4,472.4
Grants and Self-Supporting Programs (G&SSP) Fund	
Positions:	<u>62.0</u>
Total Positions	4,534.4



Terry Dade
Assistant
Superintendent

Region 3

Administration	Fund SOF
Assistant Superintendent	1.0
Executive Principals	2.0
Executive Administrative Assistant	<u>1.0</u>
Positions	4.0

School-Based	Fund SOF	Fund G&SSP
Principals	44.0	-
Assistant Principals	80.0	-
Directors, Student Activities	5.0	-
Directors, Student Services	11.0	-
Teachers	2,747.2	-
Resource Teacher	-	2.0
FECEP/Headstart Teachers	-	25.0
School Counselors	110.5	-
School Based Tech. Specialists	40.5	-
Certified Athletic Trainers	5.0	-
After-School Specialists	5.0	-
Career Experience Specialists	2.0	-
Finance Technicians	12.0	-
Safety/Security Specialists	7.0	-
Career Center Specialists	5.0	-
Instructional Assistants	637.5	-
FECEP/Headstart Assistants	-	27.0
Office Assistants	227.5	-
Custodians	<u>282.0</u>	-
Positions	4,221.2	54.0

State/Federal Projects	Fund SOF
Teachers	55.5
Instructional Assistants	<u>25.0</u>
Positions	80.5

Total School Operating Fund (SOF)	
Positions:	4,305.7
Grants and Self-Supporting Programs (G&SSP) Fund	
Positions:	<u>54.0</u>
Total Positions	4,359.7

Region Offices



Angela Atwater
Assistant
Superintendent

Region 4

Administration	
	Fund
	SOF
Assistant Superintendent	1.0
Executive Principal	1.0
Executive Administrative Assistant	<u>1.0</u>
Positions	3.0

School-Based		
	Fund	Fund
	SOF	G&SSP
Principals	36.0	-
Assistant Principals	69.0	-
Directors, Student Activities	5.0	-
Directors, Student Services	11.0	-
Teachers	2,396.2	-
FECEP/Headstart Teachers	-	8.0
School Counselors	112.5	-
School Based Tech. Specialists	36.5	-
Certified Athletic Trainers	5.0	-
After-School Specialists	5.0	-
Finance Technicians	11.0	-
Safety/Security Specialists	7.0	-
Career Center Specialists	5.0	-
Instructional Assistants	545.5	-
FECEP/Headstart Assistants	-	8.0
Office Assistants	184.5	-
Custodians	<u>247.5</u>	-
Positions	3,676.7	16.0

State/Federal Projects	
	Fund
	SOF
Teachers	44.5
Instructional Assistants	<u>17.0</u>
Positions	61.5

Total School Operating Fund (SOF)	
Positions:	3,741.2
Grants and Self-Supporting Programs (G&SSP) Fund	
Positions:	<u>16.0</u>
Total Positions	3,757.2



Frances Ivey
Assistant
Superintendent

Region 5

Administration	
	Fund
	SOF
Assistant Superintendent	1.0
Executive Principal	1.0
Executive Administrative Assistant	<u>1.0</u>
Positions	3.0

School-Based		
	Fund	Fund
	SOF	G&SSP
Principals	32.0	-
Assistant Principals	67.0	-
Directors, Student Activities	4.0	-
Directors, Student Services	9.0	-
Teachers	2,227.7	-
FECEP/Headstart Teachers	-	8.0
School Counselors	98.0	-
Career Experience Specialist	2.0	-
Community Activities Specialist	1.0	-
School Based Tech. Specialists	31.0	-
Certified Athletic Trainers	4.0	-
After-School Specialists	5.0	-
Finance Technicians	10.0	-
Safety/Security Specialists	4.0	-
Career Center Specialists	4.0	-
Instructional Assistants	519.0	-
FECEP/Headstart Assistants	-	8.0
Office Assistants	172.5	-
Custodians	<u>216.5</u>	<u>-</u>
Positions	3,406.7	16.0

State/Federal Projects	
	Fund
	SOF
Teachers	37.0
Instructional Assistants	<u>20.0</u>
Positions	57.0

Total School Operating Fund (SOF)	
Positions:	3,466.7
Grants and Self-Supporting Programs (G&SSP) Fund	
Positions:	<u>16.0</u>
Total Positions	3,482.7

Region Offices

Region Offices

The five regions, ensure that the division is responsive to the needs of all schools and centers. Maintaining a geographic link within the regions allow regional assistant superintendents and school officials to spend time at each school, even as the responsibilities grow to encompass more schools. The regional groupings also allow these schools to share resources and best practices equitably.

Region offices are the first line of support for schools. Each region office provides operational and instructional leadership and support to the schools in its region, and provides liaison services to schools and communities. Comprised of one assistant superintendent, one executive principal, and one executive administrative assistant, the five regions share two executive principals focused on school improvement plans. School-based funding for unanticipated school requirements (school materials reserves) is budgeted within the region offices. These school materials reserves are formula driven based on a per-pupil formula.

Explanation of Costs

Regions (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 2,750,721	\$ 2,927,126	\$ 2,716,970	\$ 2,276,685	\$ 2,785,406	\$ 2,827,560
FT Salaries	2,355,701	2,393,098	2,432,229	2,066,637	2,149,728	2,195,129
PT Salaries	121,696	153,986	47,946	6,717	-	-
Logistics	273,324	380,042	236,796	203,331	635,678	632,432
FTE	21.0	21.0	21.0	17.0	17.0	17.0
School-Based						
Expenditures	\$ 1,091,975,980	\$ 1,156,148,910	\$ 1,191,358,216	\$ 1,193,417,432	\$ 1,238,600,821	\$ 1,284,599,932
FT Salaries	1,016,772,130	1,074,721,311	1,113,052,417	1,116,426,803	1,177,021,251	1,225,115,803
PT Salaries	40,972,907	42,220,995	43,668,227	43,895,778	31,974,429	29,928,309
Logistics	34,230,943	39,206,604	34,637,572	33,094,851	29,605,140	29,555,820
FTE	18,299.7	19,281.9	19,528.7	19,246.5	19,602.3	19,502.1

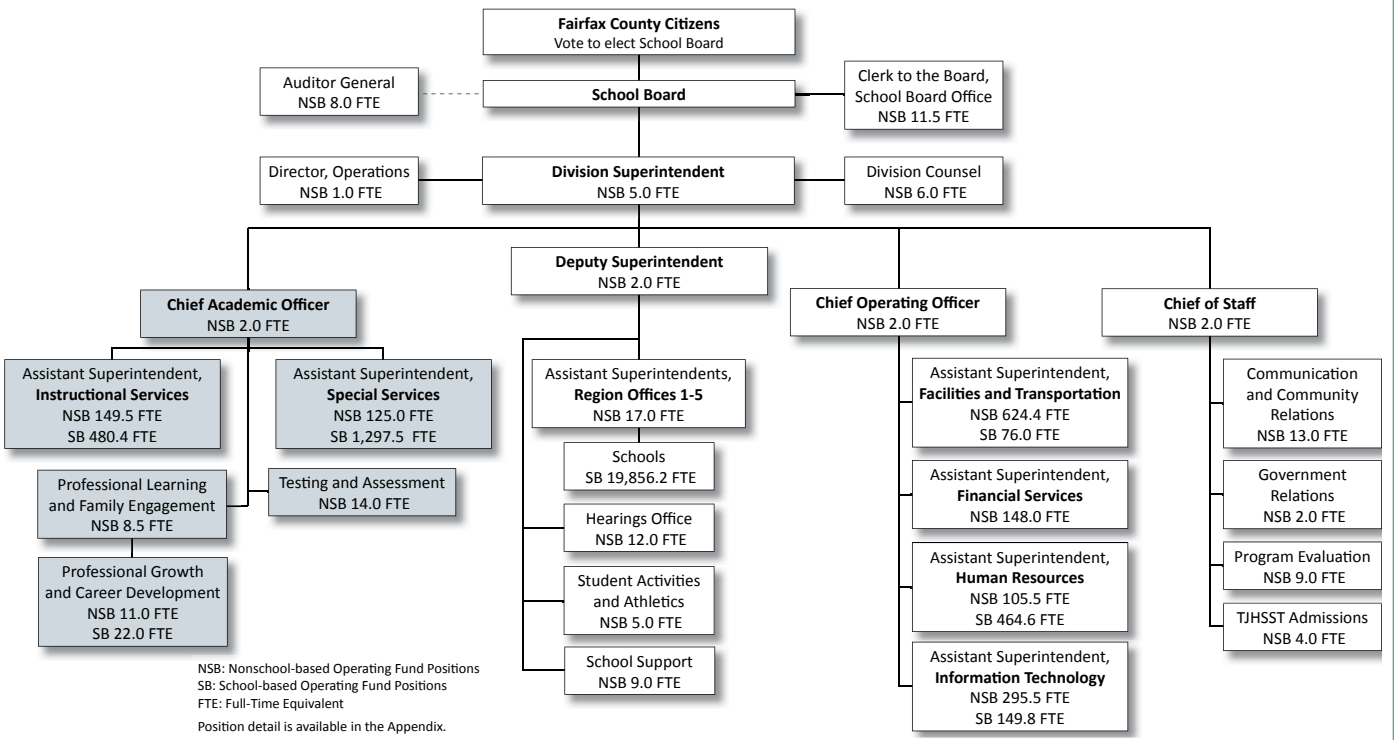
Nonschool-Based Operating Budget

The FY 2017 Approved Budget Nonschool-Based Operating Budget for the Region Offices totals \$2.8 million, which is \$42,154, or 1.5 percent, increase compared to the FY 2016 Approved Budget of \$2.8 million. Funding for salaries of \$2.2 million reflects an increase of \$45,400, due to the expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures. The budget for logistics expenditures of \$0.6 million includes supplies, equipment, reference materials, and school material reserves. During the fiscal year, school material reserve funding is distributed to schools and centers to support unanticipated needs. Reserve amounts are enrollment-driven.

School-Based Operating Budget

The FY 2017 Approved Budget School-Based Operating Budget for the schools in Regions 1-5 totals \$1.3 billion, which is an increase of \$46.0 million, or 3.7 percent, compared to the FY 2016 Approved Budget. Funding for salaries of \$1.2 billion reflects an increase of \$48.1 million due to the expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, an adjustment for employee turnover, and the impact of enrollment changes. In addition, funding includes an initial investment to improve the teacher salary scale to attract and retain the highest quality teachers. Employee benefits are included in centrally-managed expenditures. Part time salaries of \$29.9 million include overtime, hourly accounts, substitute teacher expenditures, and community use of the schools. Operating expenditures of \$29.6 million include supplies, textbooks, equipment, maintenance contracts, and other professional services expended by the schools. Instructional supplies and textbooks are enrollment-driven. In FY 2017, positions decreased by 100.2, or 0.5 percent, from the FY 2016 Approved Budget. The decrease in positions is due to enrollment changes.

Chief Academic Officer



Chief Academic Officer

Office of the Chief Academic Officer		Fund
		SOF
Chief Academic Officer		1.0
Executive Administrative Assistant		<u>1.0</u>
Positions		2.0

Instructional Services
See page

Special Services
See page

Professional Learning and Family Engagement	Fund	Fund
	SOF	G&SSP
Executive Director	1.0	-
Coordinator, Family Partnerships	1.0	-
Coordinator, Title I	-	1.0
Title I Manager	-	1.0
Manager, Title I Grants	-	1.0
Manager, SOL and Intervention Support	-	0.5
Family Partnership Specialists	2.0	-
Title I Resource Teachers	-	7.5
Educational Specialists	-	2.0
Finance Assistants	1.0	2.0
Accounting Technician	-	1.0
Parent Resource Center Manager	1.0	-
Parent Resource Center Specialist	0.5	-
Program Assistant	1.0	-
Administrative Assistant	<u>1.0</u>	<u>1.0</u>
Total Positions	8.5	17.0

Testing and Assessment	Fund
	SOF
Director	1.0
Test Analysis Specialists	3.0
Test Administration Specialists	2.0
Psychometrician	1.0
Manager, Test Analysis and Administration	1.0
Test Distribution Center Supervisor	1.0
Management Technician	1.0
Test Distribution Center Aides	2.0
Test Distribution Center Assistant	1.0
Program Assistant	<u>1.0</u>
Positions	14.0

Professional Growth and Career Development	Fund
	SOF
Coordinator, Leadership Development	1.0
Coordinator, Instructional Coach Initiative	1.0
Coordinator, Systemwide Professional Development	1.0
Integrated Projects Manager	1.0
Educational Specialists	3.0
Business Operations Technical Specialist	1.0
Business Operations Assistants	2.0
Administrative Assistant	<u>1.0</u>
Total Positions	11.0

SOF – School Operating Fund
 G&SSP – Grants and Self-Supporting Programs Fund
 Department (SOF): 35.5
 G&SSP: 17.0
Total Nonschool-based Positions: 52.5



Francisco Durán
Chief Academic
Officer

Mission

The mission of FCPS' chief academic officer is to oversee and guide the growth of over 186,000 students across 198 schools and centers. The chief academic officer coordinates the development of curriculum and implements innovative efforts across both instructional services and special services. This office also works to implement and report student testing divisionwide.

Office of the Chief Academic Officer

The Office of the Chief Academic Officer oversees FCPS' instructional program, including instructional and special services. The office provides leadership and oversight, guiding the development and implementation of all academic and testing initiatives.

Office of Testing and Assessment (OTA)

The Office of Testing and Assessment (OTA) oversees the distribution, administration, analysis, and reporting of federal-, state-, and FCPS-mandated testing and other performance indicators. The resulting assessment data drive accountability procedures required for No Child Left Behind

and school accreditation. Data is used to screen students for programs/classes such as advanced academics and honors and to assess the instruction of students. OTA staff members provide materials for tests, train staff in the administration of tests, administer the principal evaluation survey, and provide reports/analyses that guide remediation and programmatic changes.

Office of Professional Learning and Family Engagement and Office of Professional Growth and Career Development

Effective July 1, 2016, to move the Strategic Plan forward, functions from the departments of Instructional Services, Special Services, and Human Resources were realigned with no net impact; position adjustments were recognized as part of the FY 2016 Final Budget Review. From Instructional Services, functions were realigned to the Deputy Superintendent with the newly created Office of School Support recognizing the growing need to provide continuous support to all schools. From Human Resources, Instructional Services, and Special Services, functions were realigned to the Chief Academic Officer with the newly created Office of Professional Learning and Family Engagement and Office of Professional Growth and Career Development to better provide a strategic approach to professional learning with a comprehensive and systemwide framework for teachers, staff, administrators, and parents.

Explanation of Costs

Chief Academic Office (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ -	\$ -	\$ -	\$ 1,688,887	\$ 1,865,182	\$ 4,600,186
FT Salaries	-	-	-	1,366,611	1,384,536	3,046,540
PT Salaries	-	-	-	203,291	334,210	1,041,824
Logistics	-	-	-	118,985	146,436	511,822
FTE	0.0	0.0	0.0	16.0	16.0	35.5
School-Based						
Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,925,805
FT Salaries	-	-	-	-	-	3,650,977
PT Salaries	-	-	-	-	-	188,901
Logistics	-	-	-	-	-	85,927
FTE	0.0	0.0	0.0	0.0	0.0	22.0

Nonschool-Based Operating Budget

The FY 2017 Approved Budget Nonschool-Based Operating Budget for the Office of the Chief Academic Officer totals \$4.6 million, an increase of \$2.7 million over the FY 2016 Approved Budget. Funding for salaries reflects an increase of \$1.7 million, primarily due to an increase of 19.5 positions associated with the reorganization of functions from the department of Human Resources, Instructional Services, and Special Services to the Chief Academic Officer for the newly created Office of Professional Learning and Family Engagement, as well as a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures. Part-time salaries increased by \$0.7 million due to the reorganization of functions for the newly created offices, as well as FY 2017 departmental realignments. Logistics funding increased by \$0.4 million due to the reorganization of functions for the newly created offices.

School-Based Operating Budget

The FY 2017 Approved Budget School-Based Operating Budget for the Office of the Chief Academic Officer totals \$3.9 million. The newly created offices were created to better provide a strategic approach to professional learning with a comprehensive and systemwide framework for teachers, staff, administrators, and parents. The budget includes the salary expenditures for 22.0 positions. Salaries reflect a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures.

Instructional Services

Department Administration		Fund	
		SOF	
Assistant Superintendent		1.0	
Executive Administrative Assistant		1.0	
Positions		2.0	

ESOL Services		Fund	
		SOF	
Director		1.0	
Coordinators, ESOL		2.0	
Administrator, ESOL Transitional High School		1.0	
ESOL Program Assessment Managers		2.0	
Educational Specialists		4.0	
Administrative Assistants		3.0	
Positions		13.0	

Counseling and College and Career Readiness		Fund	
		SOF	
Director		1.0	
Coordinator, Career and Transition Special Education		1.0	
Coordinator, Career and Technical Education		1.0	
Coordinator, Counseling Services and College Success		1.0	
Student Learning Plan Project Manager		1.0	
Manager, Student Services Support		1.0	
Manager, Business and Information Technology		1.0	
Manager, Marketing		1.0	
Manager, Family and Consumer Science		1.0	
Manager, Technology, Engineering Education, and STEAM Integration		1.0	
Manager, Trade and Industrial Education		1.0	
Manager, Health and Medical Science		1.0	
Educational Specialists		7.0	
College Success Program Manager		1.0	
Career Experience Specialist		1.0	
Financial Analyst		1.0	
Administrative Assistants		2.0	
Positions		24.0	

Early Childhood		Fund	Fund
		SOF	G&SSP
Director, Early Childhood Curriculum and Grant Management		1.0	-
Manager, Early Childhood Support		-	1.0
Educational Specialists		2.0	-
Functional Applications Specialist		-	0.5
Financial Analysts		-	2.0
Family Services Technicians		-	5.0
Accounting Technician		-	1.0
Management Technician		1.0	-
Buyer Assistants		-	2.0
Early Childhood Operations Assistant		-	1.0
Program Assistants		-	5.0
Administrative Assistant		1.0	1.0
Positions		5.0	18.5

Pre K-12 Curriculum and Instruction		Fund	G&SSP
		SOF	
Director, PreK - 12 Curriculum and Instruction		1.0	-
Summer School/SOL Manager		-	1.0
Coordinator, Fine Arts		1.0	-
Coordinator, Instructional Technology Integration		1.0	-
Coordinator, Health, PE, and Driver Education		1.0	-
Coordinator, Language Arts		1.0	-
Coordinator, Library Information Services		1.0	-
Coordinator, Mathematics		1.0	-
Coordinator, Advanced Academics		1.0	-
Coordinator, Social Studies		1.0	-
Coordinator, Science		1.0	-
Coordinator, World Languages		1.0	-
Coordinator, eLearning		1.0	-
Coordinator, Pre K-12 Curriculum Integration Management		1.0	-
Manager, Best Practices Teaching and Learning		1.0	-
Manager, SBTS Management		1.0	-
Manager, eCART		1.0	-
Resource Teachers		3.5	-
Business Operations Technical Specialist		1.0	-
Educational Specialists		40.5	-
School-Based Technology Specialist		1.0	-
SOL & Intervention Support Managers		2.0	-
Instructional Technology Integration Specialist		1.0	-
Administrative Assistants		13.0	-
Positions		78.0	1.0

State/Federal Projects		Fund	
		SOF	
Educational Specialist		1.0	
Positions		1.0	

Operations and Communications		Fund	
		SOF	
Director		1.0	
Coordinator, Financial Management		1.0	
Functional Applications Technician		1.0	
Accounting Technician		1.0	
Document Services Technician		1.0	
Financial Analysts		2.0	
Project Support Coaches		3.0	
Business Operations Aide		1.0	
Library Information Specialists		2.0	
Data Specialist, Instructional Support		1.0	
Library Aides		2.0	
Library Shipping and Moves Leader		1.0	
Library Information Assistants		2.0	
Library Acquisition Assistants		3.0	
Library Receiving Assistant		1.0	
Administrative Building Support		2.0	
Staff Assistant		0.5	
Manager, Library Information Services Support		1.0	
Positions		26.5	

Adult and Community Education		Fund	
		ACE	
Administrator		1.0	
Manager, ACE Customer Service, Logistics and Camps		1.0	
Manager, ACE Regional Grant		1.0	
Career and Articulation Specialist		1.0	
Database Engineer		1.0	
Financial Analyst		1.0	
Functional Applications Specialist		1.0	
Support and Logistics Supervisor		1.0	
Registration Supervisor		1.0	
Accounting Technician		1.0	
Finance Assistant		1.0	
Staff Assistant		1.0	
Program Assistant		1.0	
Operations Assistant		1.0	
Functional Applications Technician		1.0	
Warehouse Supervisor		1.0	
Warehouse Worker/Driver		1.0	
Positions		17.0	

SOF – School Operating Fund	148.5	
G&SSP – Grants and Self-Supporting Programs Fund	1.0	
ACE – Adult and Community Education Fund	19.5	
Department (SOF):	148.5	
State/Federal Projects (SOF)	1.0	
G&SSP:	19.5	
ACE:	17.0	
Total Nonschool-based Positions:	186.0	



Sloan Presidio
Assistant
Superintendent

Department Mission

The mission of the [Instructional Services](#) Department (ISD) is to drive student achievement by leading and guiding teaching and learning across the division. The Instructional Services Department uses current research-based best practices to guide instruction that is customized so that all students can reach their full potential and be successful, productive citizens after graduation.

Issues and Trends

Fairfax County Public Schools is committed to providing each child with the opportunity to reach his or her full academic potential. To reach this goal, the department works collaboratively with school staff to develop and support quality instructional programs and services to reach a wide variety of students. Maintaining a rigorous program of studies that infuses creativity, collaboration, critical thinking, communication, college and career readiness skills as well as digital literacy into the curriculum and students' learning experiences is an essential part of the department's work. Students need to have equitable access to technology and other instructional resources and materials; they need laboratory and classroom space for science, and career and technical education; and critical equipment in the fine arts. As the Division continues to experience substantial growth, FCPS is increasingly serving a more diverse student population. More diversity requires professional growth for our teachers to meet the needs of English Language Learners, students from poverty, and students with special needs. This increasing diversity creates growth in such programs as English for Speakers of Other Languages (ESOL), and Family and Early Childhood Education (FECEP)/Head Start/Early Head Start. Expansion can only occur if funding and classroom space is made available for these and other supportive programs. A successful academic program also requires highly trained teaching staff. High quality staff development is essential as teachers work to promote student success. The department leads a divisionwide effort to promote best practices for teaching and learning for all instructional staff. This emphasis on providing teachers with high quality professional development, related to curriculum and instructional best practices remains a key component of FCPS' continued success.

Office of the Assistant Superintendent

The Office of the Assistant Superintendent oversees the Instructional Services Department. The department includes offices aligned with the goals of the FCPS Strategic Plan - *Ignite*. The offices work in concert to provide instructional leadership, standards, programs, strategies, and support to schools to maximize the quality of education for all students of Fairfax County. The department staff updates and maintain the FCPS program of studies to align to the Virginia Department of Education standards as well as locally identified curriculum priorities designed to achieve the FCPS Portrait of a Graduate attributes. The department is committed to supporting teaching and learning in the division through rigorous curriculum, coherent professional development that is centered on best practices, an assessment system that provides curriculum-based measures, and an articulated system of learning interventions and enrichments to meet individual student learning needs. The Assistant Superintendent is responsible for developing the yearly report for the Student Success Goal, development of the professional learning priorities each year, communicating the FCPS instructional model, and sponsors large divisionwide projects such as Digital Transformation, Closing the Student Achievement Gap, Best Practices for Teaching and Learning, and textbook adoptions. The office is responsible for all federal, state, and local reporting related to general education and advance academic instructional programs and services in the division.

Office of Operations and Communications

The office is responsible for departmental communications to internal and external stakeholders, as well as providing finance, administrative services, registration, and technology support to a variety of programs in the department. The office of Adult and Community Education (ACE) and Family and School Partnerships are recent additions to this office. The office director and staff serve as the central point of contact for all Instructional Services-related inquiries.

The Finance and Fiscal Oversight section oversees budget, finance, procurement, and contracting activities for Instructional Services' operating and grant funds, including Title II-A, Title III-A, and various other federal, state and local grants. The coordinator and staff prepare for federal and state audits and provide private schools with access to allowable funds under various Title grants. This section is also responsible for operations and financial support for the Adult and Community Education Fund. An annual budget is developed and reviewed with directors and the assistant

Instructional Services

superintendent for Instructional Services. Subsequent financial activities are monitored and controlled within Generally Accepted Accounting Principles and FCPS regulations. Directors and staff are assisted in the review and approval of requests for textbooks, supplies, equipment for the schools, and teacher professional development/training. This section also manages the daily operation of the ISD printing center located at the IPSC center in Springfield.

In addition, the office oversees all library support services (LSS), including ordering, processing, and cataloging the division's library books. Centralizing these library functions concentrates school librarians' time on instruction and services for students and staff and maximizes the budget to develop the best library collections supporting student learning in all of our schools.

Office of Adult and Community Education

Adult and Community Education (ACE) program serves schools, community agencies, businesses, adult learners, school-age students, and community members. ACE priorities focus on adult English for Speakers of Other Languages (ESOL) classes and workforce and career readiness. ACE also collaborates with Fairfax County Government to ensure enrichment classes continue to be offered as necessary to meet community needs. Community education encourages citizens to take classes in schools which helps engage their support for the public school system.

To support the diverse workforce in Fairfax County, career skill development programming in an apprenticeship, trade and industry, and the health and medical fields is comprehensive and affordable. Local businesses partner with ACE to provide English in the Workplace, literacy education, CPR/First Aid training, customer service, and basic business skills at various workplaces. The apprenticeship program is a state program administered by FCPS/ACE through a formal agreement with the Virginia Department of Labor and Industry, the Virginia Community College System, and area businesses. The apprenticeship program also offers placement testing to students at Edison Academy who wish to continue on in the adult apprenticeship program after high school graduation.

ACE continues to provide instructional programs used for staff development to meet specific FCPS divisionwide needs, such as technology and business English for support staff, custodial staff, and ESOL for bus driver trainees. ACE provides a transportation academy in basic supervisory and management skills to newly hired or promoted supervisors and provides a management skills program for custodial staff seeking promotion to supervisory positions.

Office of Pre-Kindergarten through Grade 12 Curriculum and Instruction

This office provides instructional leadership, curriculum development, evaluation, instructional and resource materials, and support to all teachers and all students in Fairfax County Public Schools. Office staff provides resources and professional development based on Virginia Department of Education mandates, divisionwide instructional requirements and priorities, and school and region requests.

All schools receive support from the Office of Pre-Kindergarten through Grade 12 Curriculum and Instruction to effectively implement curriculum to reflect School Board goals and national and state priorities. These priorities include best practices for teaching and learning to meet the needs of diverse student populations. The office administers the course approval process, summer curriculum writing, and provides assistance to schools in intervention strategies related to Standards of Learning tests and other assessments related to the Programs of Studies.

The Office of Pre-Kindergarten through Grade 12 Curriculum and Instruction supports a wide range of programs. These include Family and Early Childhood Education Program (FECEP)/Head Start/Early Head Start, full-day kindergarten program, Early Intervention Reading Initiative (EIRI), Advanced Academic Programs (AAP), the International Baccalaureate Middle Years Programme (IBMYP), Advanced Placement (AP) courses, the International Baccalaureate Diploma Program (IBDP), English Language Arts, Mathematics, Social Studies, Science, Health and Physical Education, Family Life Education, Library Information Services, Online Campus, Instructional Technology, World Languages, Fine Arts, and various K-12 academic and enrichment summer programs.

The office programs include the traditional four core subjects, English Language Arts, Mathematics, Science and Social Studies. Staff maintains the division curriculum, develops common assessments, provides professional development, and analyzes student data to make curriculum revisions based on state standards. The staff partner with leading subject matter experts to provide the most rigorous curriculum and services for all students.

Advanced Academic Programs provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners in the traditional four core subjects. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Curriculum and instruction is aligned with the FCPS Portrait of a Graduate.

World Languages programs are designed to facilitate the development of communicative competence in a target language upon graduation, after a continuous sequence of language instruction beginning in elementary school. World Languages curricula aligns with and promotes the development of Portrait of a Graduate attributes, preparing students to communicate, collaborate and problem solve as global citizens, as they engage with individuals who speak other languages and come from diverse cultures. World Languages is responsible for all world languages programs including Foreign Language in the Elementary Schools (FLES)/Language through Content (LTC) with a Science, Technology, Engineering, Arts, and Mathematics (STEAM) focus, World Languages and two-way immersion programs, middle and high school courses, and the World Languages Credit Exam program for second language learners.

The fine and performing arts are where every child discovers value, vision, and voice. Programs are designed so that every child: has an opportunity to discover and pursue unique artistic passions and talents; develops communication, collaboration, critical thinking, and problem solving skills through fine arts instruction, and is then able to apply them when creating solutions to real world challenges. Through studies in the arts, students gain essential knowledge and skills as defined by the National Standards for Art Education and the Virginia Standards of Learning for Fine Arts. In addition, division fine arts programs promote the development of Portrait of a Graduate attributes by encouraging students to become critical thinkers, creative problem solvers and effective communicators.

The Health and Physical Education (HPE) Program is a K-10 comprehensive physical education and health education program that prepares all students to actively and effectively achieve and promote lifelong health and wellness in alignment with Portrait of a Graduate attribute, students will engage in healthy and positive practices and relationships to promote overall physical and mental well-being. Curriculum and instruction are designed as a continuous sequence of learning, firmly rooted in public health, educational research, and effective instructional practice. In addition, elective sports medicine (grades 9-12), personal fitness (grades 10-12), and physical education courses (grades 11 and 12) are offered in high schools. Family Life Education is a K-12 comprehensive program that meets VDOE guidelines and recommendations. The program is designed to provide students with age-appropriate knowledge and skills to make healthy, responsible, respectful, and life-enhancing decisions related to human growth and development, human sexuality, relationships, and emotional and social health.

The Instructional Technology Integration provides direction, professional development, and support for divisionwide instructional technology outcomes outlined in the strategic plan. These outcomes include having a curriculum that reflects *Portrait of a Graduate* outcomes, giving teachers, students, and parents access to contemporary and effective technology resources, and ensuring students demonstrate digital citizenship skills. Instructional Technology Integration also provides training, training materials, and central support to the school-based technology specialists (SBTS). The SBTS model provides teachers the coaching they need to successfully implement instructional technology initiatives in the classroom.

The Library Information Services (LIS) provides instructional guidelines, professional development, and support to library programs in all schools. Librarians cultivate student learning by activating creative and critical thinking and developing student literacy in reading, digital learning, and effective use of information. LIS supports librarians in developing diverse collections of print and digital resources that support the curriculum and reflect the reading interests of the school community. LIS works with approved vendors to identify and evaluate centrally accessed digital resources that support all areas of instruction.

Office of Pre-Kindergarten - 12 English for Speakers of Other Languages (ESOL)

The Office of PreK-12 ESOL services provides instructional leadership, curriculum development, resource materials, and support for all English Language Learners (ELs) to develop their English language proficiency English literacy and content understandings in tandem. Programming supports the development of the attributes of the Portrait of a Graduate, prepares students to be ready for college and career, and to be problem solvers in a global community. In

Instructional Services

collaboration with other offices, staff members develop and revise curricula, develop and select resource materials and assessments, and provide staff development to reflect local, state, and national research on best practices, as well as to reflect School Board goals and state and national priorities. The Office of PreK-12 ESOL also oversees the programmatic implementation of federal grants serving English Language Learners (ELs).

The office supports a wide range of programs and services which include: PreK-12 English for Speakers of Other Languages (ESOL) - This section is responsible for supporting all schools in implementing high-quality ESOL services for English language learners that are aligned with federal and state mandates. This includes English language proficiency assessment at FCPS student registration sites of all new potential ELs identified through the home language survey to determine eligibility for ESOL services. The office provides a wide variety of staff development offerings and conducts data analysis of English Language Learners (EL) student data to make programmatic enhancements through a cycle of continuous improvement. The EL consultation and dual language assessment services provide schools with information to support instructional and assessment decision-making for ELs within a multi-tiered system of support. Itinerant ESOL services for students at special education centers and alternative program sites are also provided. The Transitional ESOL High School program provides afternoon and evening courses at six sites and day programming at an additional site as an option for students 18 years and over seeking a high school diploma. The office oversees and implements the federal Title III grant, which provides grant-funded programs for ELs and their families, such as Early Literacy, Home Instruction for Parents of Preschool Youngsters (HIPPPY), family literacy, and Parents as Educational Partners (PEP).

Adult ESOL - Beginning through advanced level Adult ESOL and related courses are provided at nine sites throughout FCPS. This section's responsibilities include student registration, assessment, and teacher staff development. It also oversees and implements the Adult Education and Family Literacy Act (AEFLA) Northern Virginia region grant, and the English Literacy (EL)/Civics federal grant.

Office of Counseling and College & Career Readiness

The Office of Counseling and College and Career Readiness provides K-12 instructional leadership, curriculum development, advocacy, and support for Career and Technical Education (CTE), Career and Transition Services, the College Success Program, School Counseling, Service Learning, and the Student Learning Plan.

The director and staff support the division in a variety of programs and services that include professional development, curriculum development, business, college, and community partnerships, central scholarship and service learning database management, College Fair and College Night coordination, dual enrollment partnerships, and coordination of student internship and work based learning experiences. In addition, the unique nature of the programs requires coordination and assistance with hiring, purchase of equipment, coordination of High School Academies and specialized programs, leadership training for aspiring school counseling leaders, and organization of college field trips. This office is an integral part of the division's focus on creating a culture of caring for students, families, and staff as well as, ensuring all students graduate prepared for a variety of postsecondary opportunities. The programming includes student learning plan development, Family Connection, social and emotional services, and postsecondary and academic planning and transition support.

The office has the following instructional focuses:

- Career and Technical Education (CTE) is at the forefront of preparing students to be "college-ready and career-ready" by providing instructional programs through which students acquire core academic skills and knowledge, and learn relevant technical applications of current and emerging careers while preparing for postsecondary studies and employment opportunities following high school graduation. The CTE curricula are focused around six program-specific areas: business and information technology, family and consumer sciences, health and medical sciences, marketing, technology and engineering education, and trade and industrial education.
- Career and Transition Services is committed to providing a range of student focused, coordinated activities and career-related instruction to secondary students with disabilities. Each special education student, beginning no later than grade 8, or age 14, is provided with a Transition IEP which outlines the array of specific transition services identified as appropriate to the student's transition needs. Through these coordinated efforts, Career and Transition Services helps students with a range of disabilities develop essential skills for further education and training, employment, self-determination, and independent living.

- K-12 School Counseling Services provides school counseling professionals with the professional development and resources needed to fulfill their role in schools. School counselors work with students, parents and guardians, school staff, and community members to provide academic, college and career, social and emotional counseling services that are comprehensive and developmentally appropriate. The school counseling program supports the academic achievement of all students and promotes the necessary skills, attitudes, and beliefs for all students to graduate prepared to effectively manage future challenges in a 21st century society.
- The College Success Program is comprised of four individual programs that provide college readiness, access, and success services to students who are traditionally underrepresented on college campuses. Many, but not all, College Success Program students are the first in their family to attend college and do not have the financial means to attend without significant support. The College Success Program includes Advancement Via Individual Determination (AVID), the College Partnership Program, the Early Identification Program, and Pathway to the Baccalaureate and Pathway Connections.
- The Student Learning Plan (SLP) and Service Learning provides students with an opportunity to explore their strengths and interests, set academic, personal, and career goals. The SLP supports and encourages students to focus on their strengths and reflect on their learning. Service learning is an integral part of the SLP and helps students to make connections from what they are learning in school and what they have captured in their SLP to their future through internships, apprenticeships, job shadowing, and growing a professional network. The SLP supports the division work on college and career readiness and closing the achievement gap, as well as the knowledge and skills outlined in the Portrait of a Graduate.

Explanation of Costs

Instructional Services (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 14,975,877	\$ 15,218,946	\$ 16,028,134	\$ 19,330,742	\$ 18,275,644	\$ 15,220,216
FT Salaries	14,112,843	14,685,235	15,466,820	16,695,349	16,395,064	14,470,670
PT Salaries	237,851	225,813	202,279	1,862,156	1,023,037	323,604
Logistics	625,182	307,898	359,036	773,237	857,543	425,942
FTE	164.5	165.5	165.5	171.5	171.5	148.5
School-Based						
Expenditures	\$ 33,984,610	\$ 35,834,563	\$ 37,592,099	\$ 47,807,823	\$ 44,803,483	\$ 44,160,174
FT Salaries	24,842,757	25,425,638	27,288,312	38,806,035	37,656,265	37,178,168
PT Salaries	4,362,973	4,273,909	4,024,893	4,111,150	4,166,896	4,249,181
Logistics	4,778,881	6,135,015	6,278,895	4,890,638	2,980,323	2,732,824
FTE	344.5	342.0	363.8	469.3	489.8	479.4

Nonschool-Based Operating Budget

The FY 2017 Approved Budget Nonschool-Based Operating Budget for Instructional Services (ISD) totals \$15.2 million, a decrease of \$3.1 million, or 16.7 percent, as compared to the FY 2016 Approved Budget of \$18.3 million. Funding for full-time and part-time salaries reflects a decrease of \$2.6 million and 23.0 positions primarily due to the departmental realignment, effective July 1, 2016, from Instructional Services to the Deputy Superintendent with the newly created office of School Support, and to the Chief Academic Officer with the newly created office of Professional Learning and Family Engagement and Professional Growth and Career Development, offset by expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures. Logistics funding decreases by \$0.4 million, or 50.3 percent, primarily due to the FY 2017 departmental realignments.

School-Based Operating Budget

The FY 2017 Approved Budget School-Based Operating Budget for Instructional Services totals \$44.2 million, a decrease of \$0.6 million, or 1.4 percent, as compared to the FY 2016 Approved Budget of \$44.8 million. Funding for salaries of \$37.2 million reflects a net decrease of \$0.5 million and 10.4 positions resulting from the FY 2017 departmental realignments, offset by the increases in employee compensation, including a step increase for all eligible employees, a

Instructional Services

1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures. Funding for FY 2017 reflects a net increase of \$0.1 million in hourly salaries is primarily due to expenditure adjustments for employee compensation. The logistics budget of \$2.7 million is a net decrease of \$0.2 million resulting mainly from the FY 2017 departmental realignments.

Department Administration		Fund	
Assistant Superintendent		SOF	
Executive Administrative Assistant		1.0	
Positions		1.0	
		2.0	
<hr/>			
State/ Federal Projects		Fund	
Out-of-School Support Specialist		SOF	
Positions		1.0	
		1.0	
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Intervention and Prevention Services		Fund	G&SSP
		SOF	
Director	1.0	-	
Coordinator, Nontraditional School Programs	1.0	-	
Coordinator, Psychological Services	1.0	-	
Coordinator, Social Work Services	1.0	-	
Coordinator, Student Safety and Wellness	1.0	-	
Out-of-School Support Manager	1.0	-	
Interagency Schools Administrator	1.0	-	
Crisis Intervention/Dropout Prevention Manager	1.0	-	
Project Manager, Psychological Services	-	1.0	
Psychological Services Manager	1.0	-	
Social Work Services Manager	1.0	-	
Conflict Resolution and Mentoring Specialist	1.0	-	
Mentoring Specialist	-	1.0	
Homeless Liaison	1.0	-	
Business Operations Assistants	3.0	-	
Student Information Assistant	1.0	-	
Administrative Assistants	5.5	-	
Positions	21.5	2.0	
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Operations and Strategic Planning		Fund	G&SSP
		SOF	
Director	1.0	-	
Coordinator, Data Management	1.0	-	
Coordinator, Financial Management	1.0	-	
Coordinator, Student Registration	1.0	-	
Medicaid Project Manager	-	1.0	
Multilingual Services Manager	1.0	-	
Financial Analysts	2.0	-	
Language Services Specialist	1.0	-	
Senior Education Services Specialist	1.0	-	
Student Transfer/Home Instruction Specialist	1.0	-	
Web Development Specialist	1.0	-	
Functional Applications Specialists	4.0	0.5	
Multilingual Services Specialists	2.0	-	
Multilingual Services Technical Specialist	-	1.0	
Multilingual Registrars	5.0	1.0	
Multilingual Translators	4.0	-	
Multilingual Interpreters	2.0	-	
Health Liaison	0.5	-	
Manager, School Health Services Program	1.0	-	
Accounting Technicians	3.0	1.0	
Functional Applications Technician	1.0	-	
Medicaid Systems Specialist	-	1.0	
Management Technician	1.0	-	
Registration Services Technician	0.5	-	
Media Technician	-	0.5	
Student Information Assistant	-	-	
Administrative Assistant	1.0	-	
Administrative Building Support	2.0	-	
Positions	38.0	6.0	
<hr/>			
State/Federal Projects		Fund	
Educational Specialist		SOF	
Positions		1.0	
		1.0	
<hr/>			
Special Education Instruction		Fund	G&SSP
		SOF	
Director	1.0	-	
Coordinator, Applied Behavioral Analysis	1.0	-	
Coordinator, Pre K-12 Sp. Ed. Instruction	1.0	-	
Coordinator, Pre K-12 Adapted Curriculum	1.0	-	
Coordinator, Special Education Related Services	1.0	-	
Assistive Technology Manager	1.0	-	
Behavioral Management Manager	1.0	-	
Communication Disorders Manager	1.0	-	
ESY/Assessment Manager	1.0	-	
Vision and Hearing Services Manager	1.0	-	
Sp. Ed. Teacher Support Manager	1.0	-	
Therapy Services Manager	1.0	-	
Therapy Services Supervisor	1.0	-	
Assistive Technology Integration Specialist	1.0	-	
Communication Disorders Supervisors	3.0	-	
Educational Specialists	5.0	5.0	
Special Education Instructional Mentors	2.0	2.0	
Resource Teachers	6.0	1.0	
Administrative Assistants	8.0	0.5	
Positions	38.0	8.5	
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Special Education Procedural Support		Fund	G&SSP
		SOF	
Director	1.0	-	
Coordinator, Due Process & Eligibility	1.0	-	
Coordinator, Procedural Support	1.0	-	
Manager, Comprehensive Service Act	1.0	-	
Procedural Support Manager	1.0	-	
Educational Specialist	1.0	-	
Educational Services Specialists	4.0	-	
Multiagency Liaisons	4.0	2.0	
Administrative Assistants	3.5	-	
Positions	17.5	2.0	
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State and Federal Projects		Fund	
Multiagency Liaison		SOF	
Positions		1.0	
		1.0	
<hr/>			
State/Federal Projects		Fund	
		SOF	
Database Engineer	1.0		
Software Engineer	1.0		
Financial Analyst	1.0		
Functional Applications Specialists	2.0		
Positions	5.0		

SOF – School Operating Fund
 G&SSP – Grants and Self-Supporting Programs Fund

Department (SOF):	117.0
State/Federal Projects (SOF):	8.0
Total SOF:	125.0
G&SSP:	18.5

Total Nonschool-based Positions: 143.5

Special Services



Jane Lipp
Assistant
Superintendent

Department Mission

The mission of the [Department of Special Services](#) is to provide a planned program of instructional, psychological, social, and related services to help schools meet the unique needs of identified students and their families. The department provides a network of support to staff, students, and families that eliminates obstacles, facilitates instruction, and enables students to succeed as individuals within the learning environment. Through instructional leadership, curriculum development, program evaluation, staff development, and support for alternative, special education, and student services programs, the department ensures that all program areas in schools are fully supported and able to comply with fiscal, legal, and personnel requirements.

Issues and Trends

Fairfax County Public Schools (FCPS) is committed to the use of differentiation of instruction in order that all students, including those with disabilities, are educated within the least restrictive environment and in their neighborhood schools whenever possible. As FCPS strives to bring special education services to the student rather than moving the student to the services, expanded training in differentiated instruction and service delivery is critical for both general and special education staff members.

The federal Every Student Succeeds Act (ESSA) requires each state to provide an assurance that the state has adopted challenging academic content standards and aligned academic achievement standards (“challenging state academic standards”) that include not less than three levels of achievement. Standards must apply to all public schools and public school students in a state. States are required to have academic standards for math, reading or language arts, and science and may have them for any other subject determined by the state. Standards must be aligned with entrance requirements for credit-bearing coursework at state higher education institutions and with relevant state career and technical education standards. States are allowed to adopt alternate academic achievement standards for students with the most significant disabilities, provided those standards align with state academic standards and promote access to the general education curriculum consistent with the Individuals with Disabilities Education Act IDEA, and are aligned to ensure that a student who meets the alternative standards is on track to pursue postsecondary education. States must also show in their plan that they have adopted English language proficiency standards. English language proficiency standards must be derived from four domains (speaking, listening, reading and writing), address the different proficiency levels of English Language Learners, and be aligned with the challenging state academic standards.

Increased testing requirements necessitate both the development and implementation of alternative testing arrangements and accommodations for special education students. The exceptional needs of at-risk students are of significant concern for staff members responsible for ensuring that academic requirements and testing measures are adhered to, particularly in alternative programs in which there are numerous challenges to providing successful instruction.

IDEA, the Americans with Disabilities Act (ADA), and ESSA significantly impact the budget of the Department of Special Services. The department is responsible for providing support to students with a variety of special needs, including students with disabilities and students who have been suspended or expelled. These students are among the most at-risk populations in FCPS and include groups for whom new federal requirements have the most complex implications. Federal requirements impact many areas, including dispute resolution for students suspected of being or determined eligible for Section 504 Plans or individualized education plans (IEP), standardized assessment, annual measurable objectives (AMO), and teacher qualifications.

Along with legal mandates, the changing demographics of FCPS students with disabilities have an impact on the cost of instruction. For example, the number of FCPS students receiving Level 2 autism services has grown from 1,352 in FY 2011 to a projected 2,087 students in FY 2017, which is an increase of 54.4 percent. All Category B Level 2 services have grown 35.6 percent, while total special education services have grown 3.2 percent for the same period. Level 2 services, including autism services, in particular, are among the most intensive and costly special education services provided by FCPS. Providing appropriate services for students with autism requires highly specialized staff skilled in the application of applied behavioral analysis (ABA). This requires intensive training, including support in the classrooms for school based staff, in both behavior analysis and curriculum programming. Additionally, the Department of Special Services and Multi-Agency Liaisons must collaborate with county government staff for the provision of services to students who require non-public special education settings that are funded through the Comprehensive Services Act.

The shortage of qualified special education teachers and highly qualified teachers certified in teaching low incidence special education students (e.g. students with autism or intellectual disabilities) and at-risk students in alternative programs poses a challenge in ensuring that these student populations meet mandatory academic benchmarks. Many newly-hired teachers receive provisional or conditional teaching licenses and require extensive professional development in order to be prepared to fulfill teaching responsibilities and ensure academic progress for students.

Office of the Assistant Superintendent

The assistant superintendent of the Department of Special Services (DSS) supports and advises the Superintendent on department-related matters; provides leadership and direction to the department; serves as a liaison to the School Board on matters involving offices within DSS; serves as a liaison to principals and other stakeholders; and represents the school division on matters at the community, state, region, and national levels.

Office of Intervention and Prevention Services

The Office of Intervention and Prevention Services is responsible for Nontraditional School Programs, School Psychology Services, School Social Work Services, and Student Safety and Wellness. It provides a network of support to staff, students, and families that eliminates obstacles to service delivery, facilitates instruction, and enables students to succeed as individuals within the learning environment. Personnel serve as intermediaries and resources to programs external and internal to FCPS and advocate for a student's full range of needs. Functions include linking families to county agencies, community resources, and school assistance programs in order to ensure student safety, wellness, and high achievement.

Nontraditional School Programs provide instructional leadership, curriculum development, and support for nontraditional schools and programs that serve students with special needs and life challenges in grades K-12. These specialized programs support the implementation of the strategic goals directed by the FCPS School Board as they relate to at-risk students in varying degrees of academic and social-emotional distress. Specifically, the nontraditional programs foster academic progress, essential life skills, and citizenship through individual student plans targeting specific academic and behavioral improvements, social supports, and emotional guidance for students facing significant life challenges and adversities.

In compliance with ESSA, every effort is made to ensure that all students, including those experiencing significant school and life difficulties, are supported and educated by FCPS. Educational success for at-risk students, including adults seeking a high school diploma, depends heavily on strong educational programming, sufficient counseling support, positive family involvement, community engagement, and assistance from other agencies, including the Department of Family Services, Fairfax County Juvenile and Domestic Relations Court, Department of Rehabilitative Services, and Fairfax County Alcohol and Drug Services.

School Psychology Services provides students and families with a range of direct, consultative, and educational services and programs to foster academic success and positive adjustment. School psychologists support students, families, and staff members in all Fairfax County schools through the provision of services such as individual and group counseling, social-skills training, behavioral programming, psychological evaluation, instructional consultation, and proactive prevention education and early intervention.

School Social Work Services works with families, students, and staff members to address and mitigate the impact of challenging life circumstances. Students are referred to school social workers for a variety of reasons, including social, emotional, or behavioral difficulties; family needs; or assessments related to special education. School social workers seek to ensure equitable educational opportunities; ensure that students are mentally, physically, and emotionally present in the classroom; and promote respect and dignity for all students. School social workers connect families to county and community resources, as needed, to provide intensive intervention services.

The Student Safety and Wellness Office (SSAW) provides proactive prevention education and early intervention strategies for preventing bullying, youth violence and substance abuse in schools and the community. SSAW provides training and resources for school mentoring, peer mediation and conflict resolution programs, and runs the Alcohol and Other Drugs seminars and Restorative Justice School support programs. The office also supervises teachers and school counselors who act as school mentors for students under court supervision or at high risk for court involvement with programs to help monitor student behavior. SSAW also oversees the implementation of the annual Fairfax County Youth Survey, the annual VA School Climate and School Threat Assessment surveys.

Special Services

Office of Special Education Instruction

The Office of Special Education Instruction (OSEI) directs and supports the development, implementation, operation, and evaluation of early childhood to grade 12 special education programs, curricula, and services that meet the unique needs of students with disabilities. Overall, the office provides instructional leadership, supervision, and coordination of early childhood, elementary, secondary, and related services. Instructional and related services are provided to students with disabilities who are in general education and special education classes throughout the continuum of settings required by federal and state mandates. Related services include physical, occupational and speech therapies, audiology, educational interpreting, and Braille. Hearing and Vision itinerant services support access and participation. Assistive technology resource teachers provide consultation, recommendations, and technology to assist students in accessing curriculum. Adapted physical education services are provided to assist students in accessing physical education instruction.

Under the federal and state regulations of Child Find, the Office of Special Education Instruction conducts early childhood multi-disciplinary assessments for students as young as eighteen months of age through age five. Speech-Language pathologists, school psychologists, school social workers, educational diagnosticians, audiologists, and occupational and physical therapists conduct screenings and evaluations to determine if preschool-aged students are eligible for special education and related services. Eligible students are served beginning at age two in a variety of locations, such as homes, daycares, private preschools, FCPS FECEP/Head Start, Early Childhood Special Education, and Preschool Autism Classrooms.

The Office of Special Education Instruction plans and delivers research-based, innovative professional development opportunities for teachers, therapists, school-based administrators, and paraprofessionals through online and academy courses, conferences, and school and centrally-based trainings. Ongoing professional learning opportunities build the capacity of staff members to provide high quality support and services for students with disabilities and their families. This office operates in collaboration with all other sections within DSS and works closely with the Instructional Services Department and other FCPS departments to ensure division wide support to schools and staff. The office sponsors many conferences and institutes throughout the school year, including the Special Education Conference, Very Important Paraprofessional (VIP) Conference, and Summer Literacy Institute.

Office of Special Education Procedural Support

The Office of Special Education Procedural Support (OSEPS) provides guidance to staff, families, and students in areas related to the implementation of and compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, as amended. The department contains three sub-departments that include Procedural Support, Due Process and Eligibility, as well as Multi-Agency Services. Procedural Support and Due Process and Eligibility personnel serve as specialists who provide technical assistance, training, and resources for programs internal to FCPS to facilitate the implementation of federal, state, and local regulations supporting students who have, or are suspected of having a disability. Additionally, OSEPS staff provides information and resources to external entities such as other local educational agencies, local government agencies and private agencies to ensure that students with disabilities and their families are served.

The Procedural Support Services section provides direct support to school-based administrators and staff in five regions to ensure compliance with federal, state, and local regulations. Procedural support liaisons provide guidance to schools and parents about the provision of services to students with Individualized Education Program (IEPs) or 504 plans and facilitate the implementation procedures. They also respond to school, parent, and community inquiries regarding special education services and 504 plans.

The Due Process and Eligibility (DPE) section's primary responsibility is to establish procedures for implementing the Individuals with Disabilities Education Act (IDEA) in accordance with federal and state regulations. In fulfilling this responsibility, the program designs, implements, and maintains the policies and procedures for division wide compliance with IDEA. The procedures and accompanying forms are used at all schools to ensure that a free and appropriate public education is provided to all eligible students with disabilities. Due Process and Eligibility also monitors compliance of Individualized Education Programs (IEPs) for all students with disabilities in FCPS through the Special Education Administrative System for Targeting and Reporting Success (SEA-STARs). DPE's functions include division wide training of IDEA and Section 504 of the Rehabilitation Act of 1973, as amended and consultation

with school and central staff regarding the implementation of these federal statutes on a continual basis. Training, follow-up, consultation, and support are provided in many formats including central training, school-based training, direct contact via phone or e-mail, and attendance at meetings. These services are provided to all FCPS personnel including non-school based as well as school based administrators, teachers, support staff. DPE staff also respond to parent questions and provide technical assistance as needed. The section also provides for the recruitment, training, and assignment of surrogate parents and the provision of independent educational evaluations as required by IDEA. DPE coordinates the appeal process when a parent disputes any matter pertaining to the identification, evaluation, placement, or provision of a free appropriate public education for a student eligible for special education, including the management of informal and formal dispute resolution processes such as mediation and due process. The section investigates and prepares responses to complaints filed with the Virginia Department of Education alleging the failure of FCPS to comply with federal and state regulations and to the Office for Civil Rights alleging discrimination on the basis of a disability.

Multiagency Services is responsible for the educational placement of students with disabilities in private day and residential schools through the Individualized Education Program (IEP) process when no appropriate program is available within Fairfax County Public Schools (FCPS). Students placed by Multiagency Services are those who have been found eligible for special education services. The disability categories include, but are not limited to: emotional disabilities, intellectual disabilities, autism, learning disabilities, other health impairments, and multiple disabilities. Students receive special education services in private schools that have special education licensure and state certification in the respective categories. Staff are assigned to specifically monitor these placements, convene IEPs, co-convene child specific team (CST) meetings, and other meetings with other child serving county agencies. FCPS personnel implement and monitor all necessary evaluations and IEPs to support the students for the duration of their special education programs in private school placements. They also assist in the acquisition of contracts and services provided to students as required through the Children's Services Act.

Office of Operations and Strategic Planning

The Office of Operations and Strategic Planning (OSP) provides administrative support to all Department of Special Services (DSS) programs, as well as special education and Section 504 programs. OSP programs and services include data and financial management, web development, student registration management, school health management and Section 504 program management. OSP supports building management for Willow Oaks and Dunn Loring, Pimmit, and Virginia Hills service centers and coordinates Project Management Oversight Committee (PMOC) and Replacement Equipment Oversight Committee (REOC) programs that fall under the Department of Special Services.

The Data Management section provides support to the School Board, Leadership Team, schools, and centers regarding special services data requirements, Special Education Administrative System for Targeting and Reporting Success (SEA-STARS) support, and statistical analysis. This includes program analysis, documentation of eligibility and IEP processes, validation of data, and preparation of FCPS, local, state, and federal reports. The section maintains an integrated database for special education and Section 504 student records, referrals, eligibilities, IEPs, 504 plans and student placements. The SEA-STARS support desk provides security and user access, system testing, report writing, daily assistance to users in IEP meetings, application training, and system requirements. SEA-STARS enhances the efficiency of both the eligibility and IEP processes by providing over 4,000 special education teachers, general education teachers and staff with an automated eligibility, Section 504 Qualification, Section 504 Plans and an IEP management software system which guides teachers, parents, and other stakeholders through the eligibility and IEP processes. The general education teachers access Individualized Education Programs (IEPs) on the Student Information System (SIS) or GET-IEP which provides real-time access to student IEPs through a secure web site to over 11,000 general education users.

The Financial Management section provides support to the School Board, Leadership Team, schools and centers. The DSS finance team is responsible for developing and monitoring the DSS budget, establishing and monitoring financial procedures, processing financial transactions, overseeing the administration of grants including the startup, reimbursement process, and closeout, managing the IDEA federal pass through grant, managing the MEDICAID program reimbursements, and providing financial assistance and analysis to the department and school staff on special education matters. The DSS Finance Team also works with DSS staff to ensure they are using the Fairfax County Unified System (FOCUS) to maximize their business practices.

Special Services

Web Development Services works with department staff to determine needs of each office regarding FCPS website presence for both the public and staff accessible (FCPSnet) websites. The web development specialist applies knowledge of web technologies and related software, hardware, programming techniques and computer systems to create websites and develop new content for public and intranet sites. The specialist also coordinates input from offices and/or departments to determine content and timing of website postings, designs and manipulates graphic files, builds and customizes web-based applications and interactive features, conducts testing of the interactive programs, analyzes, reviews, and alters programs to increase operating efficiency or adapt new requirements, evaluates statistical study of traffic patterns and creates reports for management. Training for staff is provided, as needed and resources are developed for staff use.

Student Registration is responsible for registering all students who have been identified as Language Minority by the Home Language Survey (Form SS/SE-82); evaluating foreign transcripts; providing interpretation and translation services to schools, parents, and students; providing guidance on health issues to school-based and administrative office staff members; processing county-wide student transfers; and managing notices of intent for home instruction as well as those parents requesting religious exemption from schooling. Student Registration provides school enrollment services for students whose home language is other than English or in addition to English (bilingual specialists are available to help families with limited English proficiency); foreign exchange students; all students whose natural parents or legally adoptive parents do not reside in Fairfax County; tuition-paying students; and students in foster care. Language Services provides written translations for many documents that are commonly disseminated through the schools and administrative offices. Depending on needs by school, translations may include Arabic, Chinese, Farsi, Korean, Spanish, Urdu, and Vietnamese. Language Services also provides interpretation services for a variety of meetings and conferences for school staff, parents and students.

The health services program directly supports and addresses the promotion of health and well-being of all students in Fairfax County Public Schools (FCPS) through integration of health policies, laws and mandates of local, state and federal requirements. FCPS collaborates with the Fairfax County Health Department (FCHD) in its provision of health services to all students within the school system. The design of the program fosters joint planning and problem solving through promotion of an interdisciplinary school health team. All students are provided assistance, as needed, during the school day to minimize the impact of health conditions. Health services, in collaboration with FCHD, provides instructional materials and resources to assist in meeting the health needs of FCPS students through: management of student allergies in the school setting; annual anaphylaxis training for teachers; diabetes training for teachers based on the American Diabetes Association 'Safe at School' program; annual asthma training for teachers; annual seizure training for teachers and care of the sick and injured child. The health services program also directly addresses the promotion of healthy children through a pro-active approach towards immunization. The program provides direction and expertise to school-based and administrative office staff members throughout the school year as they pertain to registration and immunization compliance. The Medical Services Review Team provides recommendations to the Individualized Education Programs (IEP) for medically fragile students. The School Health Advisory Committee (SHAC) provides a forum for community members to make recommendations to the School Board regarding student health policy within FCPS.

Section 504 requires that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities shall be excluded from participation in, be denied the benefit of, or be subject to discrimination in any program or activity offered by Fairfax County Public Schools (FCPS). OSP Data Management staff and the FCPS Section 504 specialist work collaboratively with the Office of Special Education Procedural Support (OSEPS), Office of School Counseling Services and College Success Program (CCCR), school administrators and staff to build capacity around Section 504 compliance. OSP's focus includes building a system of supports across the division, including developing and delivering differentiated training to staff, and supporting the roll-out of SEA-STARs to Section 504 practice. In addition, the Section 504 specialist works directly and collaboratively with other stakeholders to address and resolve issues in response to parent concerns, appeals and complaints regarding Section 504.

Explanation of Costs

Special Services (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 13,783,693	\$ 14,053,450	\$ 13,101,722	\$ 12,790,151	\$ 12,906,453	\$ 12,635,167
FT Salaries	10,611,869	10,985,354	11,374,865	10,969,658	10,813,149	10,878,077
PT Salaries	2,030,629	1,765,955	576,534	483,146	488,471	428,084
Logistics	1,141,195	1,302,141	1,150,323	1,337,347	1,604,833	1,329,007
FTE	128.5	127.5	127.5	119.5	119.5	117.0
School-Based						
Expenditures	\$ 94,393,461	\$ 96,080,929	\$ 98,697,599	\$ 93,715,590	\$ 101,711,676	\$ 102,811,634
FT Salaries	86,350,318	88,882,843	91,717,414	86,731,827	93,559,477	94,926,304
PT Salaries	4,765,466	4,499,592	4,366,786	3,745,169	5,015,516	4,930,144
Logistics	3,277,677	2,698,494	2,613,399	3,238,594	3,136,683	2,955,185
FTE	1,282.2	1,298.3	1,335.8	1,261.0	1,266.2	1,255.5

*Does not add due to rounding

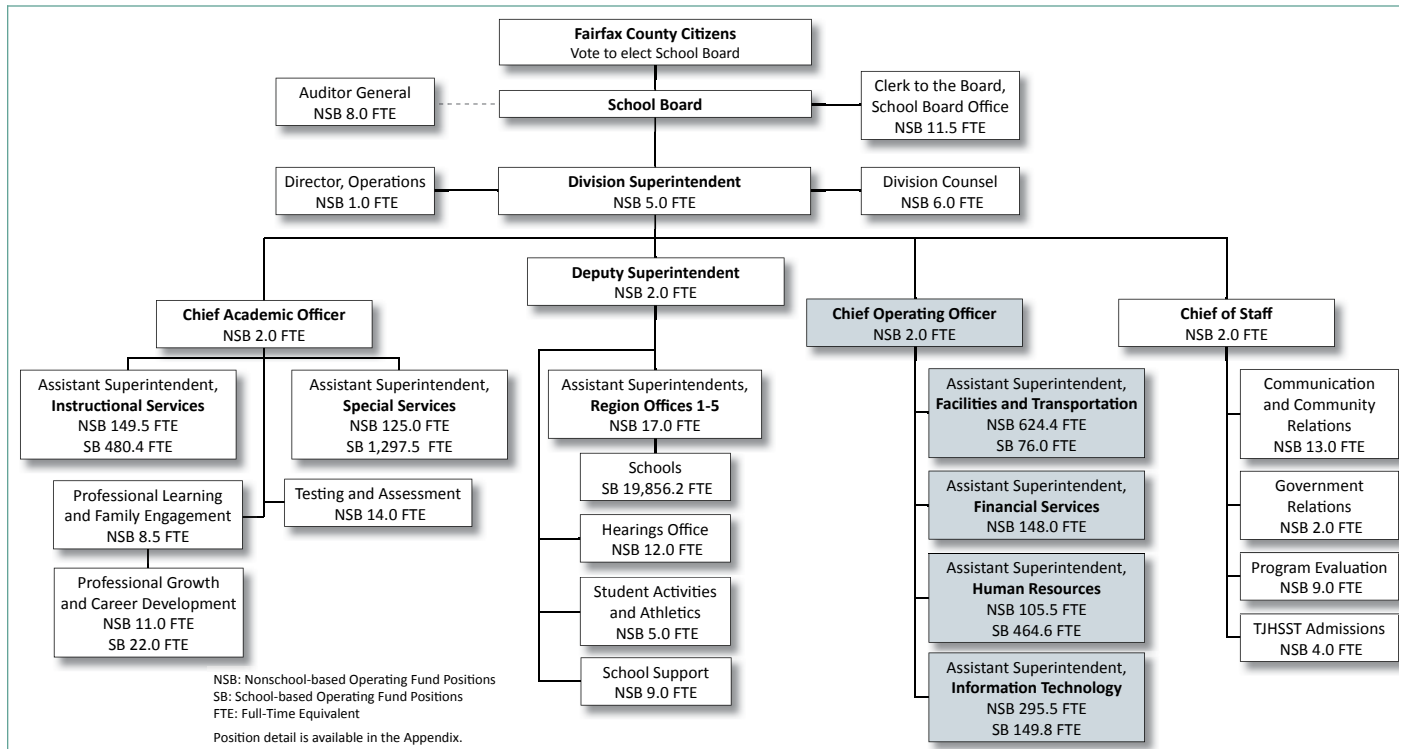
Nonschool-Based Operating Budget

The FY 2017 Approved Budget Nonschool-Based Operating Budget for Special Services totals \$12.6 million, a \$0.3 million, or 2.1 percent, decrease from the FY 2016 Approved Budget of \$12.9 million. Full-time salaries increased by \$0.1 million, or 0.6 percent, primarily due to a decrease of 2.5 positions and the reorganization of functions from the department of Special Services to the Chief Academic Officer with the newly created office of Professional Learning and Family Engagement, offset by expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures. Part-time salaries decreased by \$0.1 million, or 12.4 percent, primarily due to FY 2017 departmental realignments. Logistics funding decreased by \$0.3 million, or 17.2 percent, primarily due to FY 2017 departmental realignments and contractual decreases for testing instruments and software licenses associated with Psychological and Social Work Services.

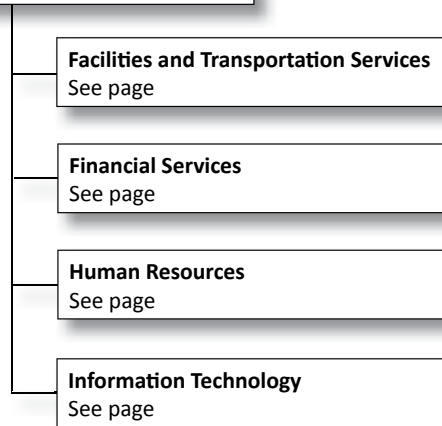
School-Based Operating Budget

The FY 2017 Approved Budget School-Based Operating Budget for Special Services totals \$102.8 million, a \$1.1 million, or 1.1 percent, increase over the FY 2016 Approved Budget of \$101.7 million. Full-time salaries increased by \$1.4 million, or 1.5 percent, primarily due to an overall decrease of 10.7 positions, offset by expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures. Part-time salaries decreased by \$0.1 million, or 1.7 percent, due to FY 2017 departmental realignments, and a projected decline in enrollment. Logistics funding decreases by \$0.2 million, or 5.8 percent, primarily due to contractual decreases for testing instruments and software licenses associated with Speech and Language Services, and Special Education Instruction, as well as FY 2017 departmental realignments.

Chief Operating Officer



Office of the Chief Operating Officer	Fund
	SOF
Chief Operating Officer	1.0
Business Process Analyst	<u>1.0</u>
Positions	2.0



SOF – School Operating Fund	
Department (SOF):	<u>2.0</u>
Total Nonschool-based Positions:	2.0



Susan Quinn
Chief Operating
Officer

Mission

The mission of the office of the chief operating officer is to implement values-based leadership, direction, and support to FCPS' programs and activities to enhance the operational effectiveness and efficiency to complement the academic mission. The office ensures that the planning, implementation, and monitoring of continuous improvements are aligned with the divisions' Strategic Plan.

Office of the Chief Operating Officer

The chief operating officer oversees and coordinates all business services in support of FCPS' instructional program. The chief operating officer provides direction and leadership, to the departments of facilities and transportation, financial services, human resources, and information technology.

Explanation of Costs

Chief Operating Office (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ -	\$ -	\$ -	\$ 252,826	\$ 268,282	\$ 307,375
FT Salaries	-	-	-	247,066	256,270	295,343
PT Salaries	-	-	-	-	2,012	2,032
Logistics	-	-	-	5,760	10,000	10,000
FTE	0.0	0.0	0.0	2.0	2.0	2.0

Nonschool-Based Operating Budget

The FY 2017 Approved Budget Nonschool-Based Operating Budget for the Office of the Chief Operating Officer totals \$0.3 million, an increase of \$39,093, or 14.6 percent, over the FY 2016 Approved Budget. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Logistics of \$10,000 is for materials and supplies, and staff training.

Facilities and Transportation Services

Department Administration		Fund
Assistant Superintendent		SOF 1.0
Executive Administrative Assistant		1.0
Positions		2.0

Administrative, Logistical, and Operational Services	Fund	CF
Director	1.0	-
Coordinator, Customer Service Center	1.0	-
Coordinator, Community Facility Use	1.0	-
Manager, Customer Support Services	1.0	-
Manager, Technology Support Systems	1.0	-
Community Use Program Specialists	3.0	-
Financial Analyst	-	1.0
Web Development Specialist	1.0	-
Senior Buyer	-	1.0
Buyer	1.0	-
Senior Functional Applications Specialist	1.0	-
Functional Application Specialists	9.0	1.0
Functional Application Technicians	2.0	-
Mobile Applications Technicians	3.0	-
Administrative Assistant	1.0	-
Positions	26.0	3.0

Design and Construction	Fund	CF
Director	0.5	0.5
Assistant Director	0.5	0.5
Coordinators, Capital Projects	-	3.0
Coordinator, Facilities Improvement	-	1.0
Coordinator, Financial Management	0.5	0.5
Coordinator, Property Management	1.0	-
Manager, Roofing Construction	-	1.0
Mechanical Engineers	-	3.0
Civil Engineers	-	1.7
Electrical Engineers	2.0	3.0
Architectural Engineers	2.0	3.0
Functional Applications Specialist	1.0	-
Property Management Specialist	1.0	-
Property Management Technician	1.0	-
Construction Project Managers	1.0	3.0
Senior Buyer	0.5	0.5
Buyer	1.0	-
Field Construction Representatives	2.4	29.0
Field Construction Supervisors	-	4.0
Carpenter	-	1.0
Financial Analysts	-	3.0
Finance Assistant	-	1.0
Construction Safety Inspector	-	1.0
Roofing Technical Specialists	3.0	-
Accounting Technician	0.2	0.8
Engineering Technicians	-	2.0
Technical Inspectors	-	9.0
Management Technician	-	1.0
Program Assistant	0.5	0.5
Administrative Assistants	0.5	3.5
Mail and Reprographic Services Assistant	1.0	-
Administrative Building Support	3.0	-
Custodians	2.0	-
Positions	24.6	76.5

Transportation Services	Fund	CF
Director	1.0	-
Assistant Director	1.0	-
Financial Analyst	1.0	-
Transportation Coordinators	4.0	-
Coordinator, Transportation Projects	1.0	-
Transportation Operations Managers	9.0	-
Transportation Operations Project Liaison	1.0	-
Transportation Operations Specialist	1.0	-
Transportation Supervisors	29.0	-
Special Services Transportation Specialists	2.0	-
Transportation Operations Technicians	15.0	-
Administrative Assistants	8.0	-
Dispatchers	8.0	-
Transportation Assistants	8.0	-
Finance Assistant	1.0	-
Transportation Training Operations Supervisor	1.0	-
Coordinator, Transportation Planning	1.0	-
Human Resources Technician	1.0	-
Administrative Building Support	1.0	-
Positions	94.0	-

Safety and Security	Fund	CF
Director	1.0	-
Coordinator, Safety	1.0	-
Coordinator, Security	1.0	-
Security Operations Manager	1.0	-
Security Technology Systems Manager	1.0	-
Security Communications Specialist	1.0	-
Environmental Specialist	1.0	-
Safety Specialists	3.0	-
Security Specialists	1.0	-
Inspections Technical Specialists	2.0	-
Administrative Assistant	1.0	-
Security Systems Technical Specialists	5.0	-
Security Operations Supervisor	1.0	-
Security Supervisors	4.0	-
Security System Monitors	2.0	-
School Security Planning Officers	2.0	-
Security Officers	18.0	-
Positions	46.0	-

Facilities Management	Fund	CF
Director	1.0	-
Assistant Director	1.0	-
Coordinator, Facilities Administration	1.0	-
Coordinator, Infrastructure and Environmental Engineering	0.5	0.5
Coordinator, Grounds Maintenance	1.0	-
Coordinator, Satellite Operations	1.0	-
Coordinator, Energy Management	1.0	-
Coordinators, Facilities Management	3.0	-
Coordinator, Custodial Operations	1.0	-
Coordinator, Facilities Asset Management	1.0	-
Facilities Management Liaisons	6.0	-
Project Manager	1.0	-
Manager, Night Operations	1.0	-
Manager, Satellite Operations	4.0	-
Engineering Technician	1.0	-
Technical Inspector	1.0	-
Financial Analyst	1.0	-
Finance Assistants	2.0	-
Management Technician	1.0	-
Environmental Compliance Specialist	1.0	-
Engineers	6.7	3.3
Energy Systems Specialists	2.0	-
Energy Management Technicians Supervisor	1.0	-
Energy Management Technicians	7.0	-
Field Construction Representative	-	1.0
Administrative Assistant	1.0	-
Business Operations Supervisors	2.0	-
Business Operations Assistants	7.6	-
Business Operations Technical Specialist	1.0	-
Buyer Supervisor	1.0	-
Buyer	-	1.0
Appliance and Equipment Technicians	14.0	-
Cabinet/Furniture Maintenance Supervisor	1.0	-
Cabinetmakers & Furniture Repairers	4.0	-
Carpenters	17.0	-
Facilities Asset Management Specialist	1.0	-
Facilities Asset Technicians	4.0	-
Fire Sprinkler Supervisor	1.0	-
Fire Sprinkler Technicians	6.0	-
Central Operations Manager	1.0	-
Flooring Repairers	4.0	-
Glaziers	4.0	-
Grounds Operations Manager	1.0	-
Grounds Equipment Technicians	6.0	-
Insulators	2.0	-
Groundskeepers	32.0	-
Facilities Environmental Specialist	1.0	-
Environmental Compliance Technicians	3.0	-
Heavy Equipment Operators	3.0	-
HVAC Technicians	54.0	-
Industrial Electricians	31.0	-
Kitchen Equipment Technicians	7.0	-
Locksmiths	6.0	-
Masons	4.0	-
General Maintenance Workers	2.0	-
Night Operations Supervisor	1.0	-
Painters	17.0	-
Pest Controllers	5.0	-
Plumbers	26.0	-
Power Generator Technicians	4.0	-
Power Plant Technicians	3.0	-
Preventive Maintenance Technicians	15.0	-
Refrigeration Technicians	6.0	-
Roofers	4.0	-
Grounds Equipment Supervisor	1.0	-
Metal Trades Supervisor	1.0	-
Senior Buyers	2.0	-
Sheet Metal Workers and Welders	9.0	-
Structural Supervisors	4.0	-
Structural Team Leaders	11.0	-
Structural Trades Technicians	8.0	-
Structural Maintenance Apprentices	3.0	-
Maintenance Parts Supervisor	1.0	-
Maintenance Parts Assistant Supervisors	2.0	-
Maintenance Parts Technicians	8.0	-
Field Representative	1.0	-
Plant Operations Managers	2.0	-
Plant Operations Monitors	16.0	-
Accounting Technician	1.0	-
Assistant Plant Operations Monitors	2.0	-
Building Supervisor	1.0	-
Administrative Building Support	1.0	-
Positions	423.8	5.8

Facilities Planning	Fund	CF
Director	1.0	-
Coordinator, Facilities Planning	1.0	-
Planners	5.0	-
Architectural Capacity Engineer	-	1.0
Architectural Engineer	-	1.0
Management Technician	1.0	-
Positions	8.0	2.0

SOF – School Operating Fund
CF – Construction Fund

Department (SOF):	624.4
Construction:	87.3
Total Nonschool-based Positions	711.7



Jeffrey Platenberg
Assistant
Superintendent

Department Mission

The mission of the [Department of Facilities and Transportation Services](#) (FTS) is to support student success through ensuring safe and clean facilities, safe and effective modes of transportation, accurate and timely student enrollment, capacity and projection data, efficient and sustainable physical plant operations and effective security operations.

Department Commitment

We are committed to *Ignite*, our Strategic Plan, and the four goals; Student Success; Caring Culture; Premier Workforce; and Resource Stewardship defining our role in living the commitment to our staff, students and community.

Issues and Trends

FTS will continue to provide accountability and transparency while working to implement the goals set forth by the FCPS Strategic Plan. There are many challenges that the department faces such as the demands on our facilities from an increasing student population, aging infrastructure, security threats and the rising costs of construction as well as transportation expenses. There are several steps FTS is taking to address these issues. For example, we are launching new Student Enrollment Projections and Demographics software; this software will allow improvement and accuracy in enrollment projections and produce a better understanding of the many factors that influence each school's unique demographic changes. Additionally, the department will execute the construction program identified in the School Board approved [Capital Improvement Program](#) and will continue to explore alternative funding sources and construction methods as well as foster communication and educate the public on the importance of bond referendums.

FTS is committed to energy conservation for both buildings and vehicles and towards implementing sustainable building construction and maintenance practices that minimize our impact on the environment. Maintenance of existing facilities is a major challenge. As facilities age, there is an increased requirement for major building infrastructure repairs. The significant increase in buildings as well as the usage of complex mechanical systems has put a strain on Facilities Management (FM) resources. FM continues to streamline and realign its resources to increase efficiencies and effectiveness. Creation of satellite maintenance facilities has greatly enhanced productivity and customer service as resources are located more proximate to the schools that they serve is but one example of how we address these maintenance issues. Extreme weather has also put a stress on our resources over the past three winters—each having major snow events. In addition to the severe weather there is the maintenance failures on systems that are long past their useful life cycle; creating an increased cost of ownership significantly impacting the need for additional resources.

In FY 2014, FCPS partnered with the Energy Conservation Company Cenergistic to help improve conserving energy consumption by raising awareness of the energy being used in classrooms and office spaces. Energy Specialists work throughout the school division implementing conservation procedures in all FCPS facilities. Energy Specialists are educating FCPS staff to use energy wisely while keeping classrooms comfortable. The energy management program is funded out of realized savings with no new budgeted funds paying for either the energy specialists or the program. The return on investment of the program has been immediate; one such achievement was FCPS receiving an honor from the Environmental Protection Agency (EPA) for FCPS having 146 schools in the division earning ENERGYSTAR certification (the most of any school division in the United States). This played a key role in Washington D.C. achieving the EPA's top ranking city for ENERGYSTAR certified buildings for 2016.

During FY 2017, the department will continue to expand the use of technology to increase levels of positive responses and monitor feedback related to trust and customer service in facilities maintenance, transportation, and security systems. Security and safety issues continue to be at the forefront of school facility needs. Updating crisis plans, safety and security, visitor/video management systems, threat assessments, emergency management initiatives, and safety and environmental health programs remain a priority. Transportation continues to make progress in increasing the efficiency of its routing operations. With minor changes to the bell schedule, FTS will see a modest increase in expenditures for student transportation. Progress has been made in upgrading the school bus fleet and we have been able to reduce the percentage of buses in excess of 15 years of age to 8.94%. New buses are more fuel efficient, reduce harmful emissions, have additional safety features, provide a greater reliability rate, and have a lower operating cost per mile.

Facilities and Transportation Services

Additional school bus parking is also greatly needed across the county. Many of our 200+ parking locations include school campuses. Newer technologies being implemented and evaluated for attainment provide the opportunity for further safety, security, and efficiency enhancements. One such example being evaluated includes greater efficiency and accountability for bus driver and attendant payroll reporting. Additionally, enhancements provide the opportunity to improve the sharing of bus routes and other information with drivers or substitutes in the field, as well as student ridership accountability.

Office of the Assistant Superintendent

The Office of the Assistant Superintendent supports and advises the chief operating officer on matters relating to facilities, safety, security, student demographics, transportation, and provides leadership and direction to the Department of Facilities and Transportation Services. The assistant superintendent serves as a liaison to the School Board and represents the school division on departmental issues at the local, state, region, and national levels.

Office of Administrative Services

This office is responsible for providing administrative support to the department and the assistant superintendent by supporting departmental technology requirements, managing and coordinating usage within all FCPS locations and providing departmental financial management. The Customer Service Team provides software application support to the department and coordinates the development, implementation, and service of major FTS systems utilized within the department, as well as throughout the school system. In addition, the Customer Service Team identifies other technology initiatives that will enable the department to deliver services more efficiently and effectively from a resource perspective. The Community Use Section oversees after hours and weekend use of school facilities and their grounds to ensure through coordination, facilities are available for school programs and they serve community needs. The Administrative Services office assists with the development and oversight of the departmental operating budget as well as, prepares solicitations and procures materials and services. This office is also responsible for project management as it relates to projects that are a special emphasis for the Assistant Superintendent. These usually represent initiatives that are conveyed from either the School Board or the Superintendent with goals of increased efficiencies and/or cost savings.

Office of Design and Construction

This office provides the necessary liaison between FCPS and Fairfax County and is responsible for design and construction services for all capital projects including new school facilities; additions to existing schools; renewals (renovations) of existing school facilities; artificial turf sport fields; completion of capital improvement work orders in the most cost-efficient manner; facility modifications and improvements; and the purchase, installation, and relocation of temporary classroom facilities. This office manages the FCPS roof replacement and maintenance program. Design and Construction is responsible for the facility accommodation for the disabled through the Americans with Disabilities Act Transition Plan and provides departmental financial management. This office includes the Financial Management and Contracting Section, assisting with the development and management of the office budget, School Construction Fund, procurement of services for construction contracts and processing payments to vendors for services rendered and distribution of proffer funds. Design & Construction also contains the Property Management Team, which manages all FCPS facility leases and buildings, FCPS owned administrative facilities, oversight of the monopole program and the turf field Contribution and Use Agreements (CUAs).

Office of Facilities Planning

The Office of Facilities Planning Services manages the processes and information necessary to ensure the efficient and effective accommodation of all students and educational programs. This office produces the one-year and five-year student enrollment projections. In addition, they are responsible for recommending ways that each facility can accommodate changing capacity needs. Each year, from this work, a five-year Capital Improvement Program (CIP), evaluates the capacity and effective utilization of each school, develops general education student enrollment projections by school and by grade level, creates and publishes school system maps, makes attendance area adjustment recommendations, and proposes, in conjunction with other offices in the department, bond referenda to fund required capital improvements. The office is also responsible for monitoring new housing developments in the county, offering proffer recommendations, and forecasting how the housing growth and changing market conditions will impact school facilities. Additionally this office updates the boundary locator system. The Office of Planning Services supports the Facilities Planning Advisory Council (FPAC) made up of citizen appointees from each magisterial district, as well as at-large members and an appointed representative from the City of Fairfax School Board.

Office of Facilities Management

The Office of Facilities Management is responsible for routine preventive and corrective building and grounds maintenance services (to include snow removal), facilities infrastructure repair and replacement, and energy conservation in the design and operation of FCPS facilities. Maintenance and repair of all mechanical, electrical, and structural equipment and systems is provided by technicians located in four decentralized satellite maintenance facilities. A fifth centralized facility is responsible for grounds maintenance and centralized trades functions. The Infrastructure and Environmental Engineering Section provides technical support and construction and contract management for the maintenance and repair of FCPS buildings and grounds including asbestos and radon abatement, underground storage tanks, and indoor air quality. The section also manages infrastructure replacement of HVAC, boilers, and asphalt; and manages the monitoring and mitigation of environmental hazards in FCPS buildings. The Energy Management Section is responsible for preparing electric, oil, and gas utility consumption forecasts; analyzing, recommending, and implementing energy-related mandates; managing energy performance contracts; operating and maintaining the computerized Central Control and Monitoring System (CCMS); monitoring electric, oil, and gas utility bills; and monitoring fuel oil inventory. The Plant Operations Section supports the instructional program and public use of school facilities by ensuring through operational oversight a clean and healthy environment for users by providing trained custodial personnel, providing pest control services, and managing contracted custodial services. The Plant Operations Section is also responsible for training all new custodial hires and for providing additional custodial certification training programs for existing custodians. This office also procures goods required by the department, and processes payments to vendors for services rendered.

Office of Safety and Security

The Office of Safety and Security provides overall guidance, direction, and support to the Safety, Health, and Security programs; to include federal and/or Commonwealth of Virginia equivalent Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) programs; develops, implements, and monitors student and employee health and safety programs; monitors and standardizes chemical purchases and implements necessary hazardous waste disposals; performs chemical safety inspections; writes and distributes information on security, safety, and health issues; provides in-service workshops; oversees state required certification training and recertification program for all school based security personnel; provides recommendations and guidelines for loss prevention and loss control measures; coordinates the activities of county and state agencies providing support on matters of student safety, security and emergency management; conducts facility and grounds safety audits and security assessments; provides design, implementation and oversees installations and technical support for all security technology devices; provides technical expertise on traffic safety issues; regulates and monitors fire, tornado and lockdown drills; coordinates table top exercises at all schools; provides 24-hour monitoring of security and fire alarm systems; and operates the internal emergency management structure and training; maintains the urgent internal messaging communications system for FCPS; and maintains the School Liaison Commander position and the School Resource Officer Program.

Office of Transportation

The Office of Transportation Services, along with the support of outside contracted transportation services provides basic day-to-day school bus or van transportation from and to neighborhood or curb to curb bus stops for both division and multi-agency schools; provides shuttle bus runs between schools or between schools and community businesses; provides late bus runs after normal school closing and Saturday service for enrichment activities; provides transportation for schools' educational and athletic field trips; operates a transportation training center to provide well-trained drivers and attendants; supervises the purchase and maintenance of all school-owned vehicles; works collaboratively with Fairfax County in the operation of the transportation public safety radio communication system; ensures that each school bus driver meets all local, state, and federal requirements and that all attendants and van drivers meet transportation requirements; reviews weather conditions and recommends cancellation or adjustment to school schedules as needed; develops and updates required routes and schedules to provide safe, efficient, and timely transportation to eligible pupils; meets special education transportation requirements; and arranges, in cooperation with principals and the school safety office, orderly parking and systematic movement of buses on school grounds. The Office of Transportation Services works in conjunction with school principals and region offices to develop the start and end times for each school to provide effective service while managing the need for additional resources. The bell schedule is a tiered structure of school start and end times that allow transportation to use fewer buses and drivers while meeting operational demands.

Facilities and Transportation Services

Explanation of Costs

Facilities and Transportation Services (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 54,227,546	\$ 57,883,175	\$ 60,181,709	\$ 58,253,800	\$ 67,015,934	\$ 60,449,118
FT Salaries	35,658,671	36,745,769	39,472,498	39,104,803	42,123,387	42,695,792
PT Salaries	1,738,895	1,501,407	1,933,223	1,889,522	1,268,619	1,314,873
Logistics	16,829,980	19,635,999	18,775,988	17,259,475	23,623,928	16,438,454
FTE	607.4	604.4	641.4	623.4	624.4	624.4
School-Based						
Expenditures	\$ 20,170,307	\$ 21,610,087	\$ 27,927,277	\$ 23,087,373	\$ 18,834,310	\$ 18,516,903
FT Salaries	2,348,548	3,129,012	3,636,035	3,722,454	4,035,950	4,123,921
PT Salaries	22,928	32,510	43,750	81,815	24,913	25,166
Logistics	17,798,832	18,448,565	24,247,492	19,283,104	14,773,448	14,367,816
FTE	41.0	76.0	76.0	76.0	76.0	76.0

Nonschool-Based Operating Budget

The FY 2017 Approved Nonschool-based Operating Budget for Facilities and Transportation Services totals \$60.4 million and is a \$6.6 million, or 9.8 percent, decrease as compared to the FY 2016 budget. Funding for full-time and part-time salaries of \$44.0 million reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, and an adjustment for employee turnover. In addition, funding is included to bring the salary of all contracted employees currently below living wage to the living wage minimum. Logistics funding of \$16.4 million reflects a decrease of \$7.2 million, primarily the result of the reduction of one-time transportation radio funding included in the FY 2016 budget.

School-Based Operating Budget

The FY 2017 Approved School-based Operating Budget for Facilities and Transportation Services totals \$18.5 million and is a \$0.3 million, or 1.7 percent, decrease as compared to the FY 2016 budget. Full-time and part-time salaries of \$4.1 million are an increase of \$0.1 million when compared to the FY 2016 approved and reflect expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, and an adjustment for employee turnover. In addition, funding is included to bring the salary of all contracted employees currently below living wage to the living wage minimum. Logistics funding of \$14.4 million is a decrease of \$0.4 million from the FY 2016 approved and reflects the reduction to the equipment transfer from the Operating Fund to the Construction Fund.

Department Administration		Fund
		SOF
Assistant Superintendent		1.0
Executive Administrative Assistant		<u>1.0</u>
Positions		2.0

Budget Services		
	Fund	H&FB
	SOF	H&FB
Director	1.0	-
Assistant Director	1.0	-
Coordinators, Budget	2.0	-
Budget Analysts	11.5	0.5
Staff Assistant	1.0	-
Budget Technician	1.0	-
Administrative Assistant	<u>1.0</u>	-
Positions	18.5	0.5

Food and Nutrition Services		Fund
		FNS
Director		1.0
Coordinator, Operations		1.0
Coordinator, Finance		1.0
Coordinator, Administration		1.0
Coordinator, Supply		1.0
Operations Specialists		13.0
Functional Applications Specialist		1.0
Financial Analyst		1.0
Warehouse Supervisor		1.0
Buyer		1.0
Finance Assistants		2.0
Warehouse Assistant Supervisor		1.0
Warehouse Workers/Drivers		10.0
Vending Equipment Technician		1.0
Document Assistant		1.0
Functional Applications Technician		1.0
Business Operations Assistant		1.0
Administrative Assistants		<u>3.0</u>
Positions		42.0

Payroll Management					
	Fund				
	SOF	FNS	INS	H&FB	ERFC
Director	1.0	-	-	-	-
Coordinator, Payroll Administration	1.0	-	-	-	-
Coordinator, Payroll and Benefit Accounting	1.0	-	-	-	-
Accounting Analysts	1.0	-	0.25	1.5	0.25
Payroll Analysts	3.0	-	-	-	-
Accounting Technicians	2.0	-	-	4.0	-
Business Operations Technical Specialist	1.0	-	-	-	-
Business Operations Assistants	7.0	1.0	1.0	-	1.0
Finance Assistant	0.5	-	-	-	-
Administrative Assistant	<u>1.0</u>	-	-	-	-
Positions	18.5	1.0	1.25	5.5	1.25

Office of the Comptroller			
	Fund	FNS	INS
	SOF	FNS	INS
Comptroller	1.0	-	-
Assistant Comptroller, Accounting	1.0	-	-
Coordinator, Financial Systems and Controls	1.0	-	-
Coordinator, Financial Support	1.0	-	-
Coordinator, Risk Management	-	-	1.0
Coordinator, Accounting Operations	1.0	-	-
Coordinator, FAS Team	1.0	-	-
Coordinator, Outreach and Compliance	1.0	-	-
Functional Applications Specialists	5.0	-	-
Chief Accountant	1.0	-	-
Grants Compliance Officer	1.0	-	-
Manager, Financial Reporting	1.0	-	-
Financial Systems Analysts	3.0	-	-
Accounting Analysts	6.0	-	-
Accounts Payable Analysts	3.0	-	-
Accounting Technicians	2.0	-	-
Accounting Assistant	1.0	-	-
Accounts Payable Assistants	4.0	-	-
Accountable Inventory Technician	1.0	-	-
Finance Assistants	3.0	0.5	-
Risk Analysts	-	-	3.0
Financial Analysts	4.0	-	-
Administrative Assistant	<u>1.0</u>	-	-
Positions	43.0	0.5	4.0

Procurement Services		Fund
		SOF
Director		1.0
Coordinator, Warehouse Operations		1.0
Coordinator, Contracts and Procurement		1.0
Manager, Warehouse Operations		1.0
Buyer Supervisors		2.0
Senior Buyers		7.0
Buyers		5.0
Buyer Assistants		3.0
Administrative Assistant		1.0
Warehouse Supervisors		3.0
Warehouse Assistant Supervisors		5.0
Warehouse Workers/Drivers		35.0
Financial Analyst		<u>1.0</u>
Positions		66.0

SOF – School Operating Fund
 FNS – Food and Nutrition Services Fund
 INS – Insurance Fund
 H&FB – Health and Flexible Benefits Fund
 ERFC – Educational Employees’ Supplementary Retirement System of Fairfax County Fund

Department: (SOF)	148.00
FNS:	43.50
INS:	5.25
H&FB:	6.00
ERFC:	<u>1.25</u>
Total Nonschool-based Positions:	204.00

Financial Services



Kristen Michael
Assistant
Superintendent

Department Mission

The mission of the [Department of Financial Services \(FS\)](#) is to protect and maintain the fiscal integrity of FCPS and ensure resources are effectively directed to the classroom. Financial Services plays an active role in fulfilling FCPS' mission by providing accurate, timely, relevant financial information and guidance to the School Board and stakeholders; by demonstrating prudent stewardship of financial resources with integrity and high ethical standards; by streamlining business processes to maximize financial efficiencies; and by promoting school and community wellness and students' readiness to learn. We achieve these objectives by:

- Communicating accurate and timely financial information to effectively meet the School Board's goals and stakeholders' expectations
- Maximizing resource utilization by efficiently delivering services and managing financial activities in compliance with applicable regulations
- Enhancing business processes and initiatives to improve community wellness, support student achievement, and ensure financial integrity

Issues and Trends

Through challenging economic times, developing a budget that meets the educational needs of FCPS students, the expectations of our community, and the needs of our employees with limited revenue and increasing expenditures continues to demand strict adherence to FCPS' priorities and thoughtful maximization of limited resources. During the budget development process for FY 2017. Information about the budget was shared throughout the year with the community, and feedback was requested using various methods. Numerous budget presentations were made to Parent-Teacher Associations, community groups, and employee associations by the School Board and staff. FCPS' Superintendent undertook a listening tour that included visiting magisterial districts with Fairfax County School Board members to hear citizens' concerns, listen to ideas, and respond to questions.

As part of the 2017 budget, FCPS initiated an unprecedented level of community engagement. In addition to the standard community meetings and annual public hearings, three program components were designed to maximize effective citizen involvement: members of the community contributed budget ideas via UserVoice, an online tool that allows citizens to post budget suggestions; a Budget Task Force was formed to provide budget recommendations; FCPS created a sophisticated yet easy to use online Budget Proposal Tool to gather specific proposals from users who may select different options to balance the budget.

The Fairfax County Public Schools Budget Task Force was convened by the Superintendent to address a likely budget shortfall for FY 2017. The Budget Task Force included 36 community members nominated by various stakeholders (School Board members, the County Board of Supervisors, community groups, and FCPS employee associations). The Budget Task Force met several times over the summer and fall of 2015 to provide community input to the Superintendent with two scenarios of budget cuts; \$50 million and \$75 million.

Efforts to enhance community involvement in the budget process yielded positive results. The engagement initiative improved decision making by eliciting opinions from more people. More citizens participate when they are able to use the communication methods with which they are most comfortable; for example, some who prefer to use digital media would not attend the traditional public meetings of the past.

Financial Services continues to strive to set high standards in financial administration. This encompasses the values of transparency, accuracy, and timeliness of financial information. For FY 2016, the department received a clean audit opinion and the certificate of excellence in financial reporting from the Government Finance Officers Association and Association of School Business Officials. The department continued to improve financial management by providing principals/program managers with online fiscal monitoring reports and expanding training programs. The department also received both the ASBO Meritorious Budget Award and the GFOA Distinguished Budget Presentation Award for the FY 2016 Approved Budget.

In the area of payroll administration we remain efficient by leveraging automation, reevaluating our current practices, and where possible, implementing business process improvements. Well-designed staff training ensures we maximize workflow with a high degree of accuracy.

The Office of Procurement Services earned its first Achievement of Excellence in Procurement (AEP) accreditation and has made significant progress in the following areas: increased efficiencies by optimizing advanced technology and e-procurement tools, minimizing inventory investment and risk, reinstating “Purchasing 101” and “Selling to FCPS” workshops to educate internal customers and vendors on the procurement process, implementing numerous cost reduction savings and revenue generating initiatives in the warehouse operation, and leveraging the buying power of multiple public agencies through cooperative purchasing initiatives.

Valuing input and partnerships with school and community stakeholders, the Office of Food and Nutrition Services continues to implement recommendations from an external review initiated to ensure the Food and Nutrition Services (FNS) program remains one of the nation’s premier programs. FCPS continues to identify cost-effective ways to enhance FNS offerings while maintaining exceptionally high standards. FNS will continue to provide breakfast and lunch at no cost to students eligible for reduced-price meals to enable students to participate in these programs, and menus will be planned to promote fresh fruits and vegetables at all schools.

Staying abreast of increasing regulatory and financial reporting requirements remains a challenge with limited resources. Increased requirements for information, accountability, and transparency, from both stakeholders and new standards related to financial reporting requirements place additional demands on existing staff. The Department of Financial Services works as a team to meet these challenges through six offices within its purview:

Office of the Assistant Superintendent

The assistant superintendent provides support to the chief operating officer, direction and leadership to the Department of Financial Services, and serves as liaison between the School Board and the Department of Financial Services. The assistant superintendent serves as a trustee on the Educational Employees’ Supplementary Retirement System of Fairfax County (ERFC) Board.

Office of Budget Services

The mission of the Office of Budget Services is to provide clear, accurate, timely, and relevant financial information and analysis to assist the School Board, Leadership Team, and other stakeholders in sound decision-making; to provide quality customer service and effective communication to stakeholders; and to preserve and enhance financial resources through budget monitoring and grants development.

Budget Services provides the framework for all financial decision making through the budget process. The office ensures that the budget is balanced and meets divisionwide needs; meets the Superintendent’s and School Board’s requirements; reflects the most accurate up-to-date information available; and presents this information to the School Board, Board of Supervisors, and community groups in a timely and transparent manner. Budget Services develops and publishes three major budget documents annually; conducts quarterly reviews; estimates revenue for the division; calculates the salary and employee benefit requirements for all full-time equivalent employees and hourly employees; allocates staff to schools, centers, and alternative programs; coordinates the compilation of comparable budget information across surrounding jurisdictions through the Washington Area Boards of Education (WABE); promotes transparency by presenting budget information to citizens and organizations; and supports school system initiatives and improvement efforts.

The office includes the Grants Development Section, which develops grants, endorsements, and collaborative partnerships that enhance educational opportunities and provide funding for both systemwide and individual school initiatives. This section solicits state, federal, and private grants; reviews divisionwide entitlement grants; identifies and communicates grant opportunities; provides guidance and training to groups, schools, departments, and other prospective grant applicants; prepares grant proposals by providing assistance with narratives and budgets; and manages the application process.

Financial Services

Office of the Comptroller

The mission of the Office of the Comptroller is to ensure the integrity of FCPS' financial data; supply accurate and timely financial information to the School Board, FCPS management, and stakeholders; provide a system of effective and efficient financial processes; and monitor and reduce financial risk to FCPS. This mission is accomplished by ensuring financial records are maintained in accordance with Generally Accepted Accounting Principles (GAAP) and in compliance with federal, state, and local regulations; establishing effective internal controls; continuously evaluating FCPS' financial and business management practices; recommending and implementing business process improvements; conducting and coordinating compliance reviews; and performing risk assessments. In addition the office is responsible for providing training and support to all FCPS staff on financial systems and procedures.

In order to effectively execute its mission the Office of the Comptroller is organized in two groups – The Accounting and Financial Reporting Group and the Financial Systems Support Group.

The Accounting and Financial Reporting Group maintains FCPS financial records in accordance with GAAP, ensures compliance with the requirements of the Governmental Accounting Standards Board (GASB); coordinates the annual external audit; prepares the award-winning Comprehensive Annual Financial Report (CAFR); maintains the fixed asset inventory system; completes the state-mandated annual school report and other management reports; monitors internal controls throughout FCPS' decentralized financial operations; pays vendors for the delivery of goods and services in accordance with the Code of Virginia and FCPS regulations; reimburses employees for nonpayroll related expenses; coordinates IRS 1099 and unclaimed property reporting; administers the Advanced Appropriated Funds (Green Dollars) and procurement card programs; ensures revenue is collected, deposited, and recorded in a timely and accurate manner; develops and implements solutions to minimize and mitigate FCPS' risk exposure and the potential for financial losses; manages the School Board liability self-insurance program; procures commercial insurance for FCPS buildings and contents; reviews contract and procurement documents; evaluates unusual school field trip requests; develops divisionwide financial policies and procedures to protect FCPS' assets; ensures reliable financial data, and meets the statutory responsibility for the conduct of financial operations.

The Financial Systems Support Group ensures the integrity of divisionwide automated financial and purchasing systems to include data for all School Board funds, authorized payments and purchases, and capital assets using the Fairfax County Unified System (FOCUS); meets strict control standards for systems access, separation of duties, and ensures that approved appropriations are not exceeded; ensures state and county financial and purchasing regulations are adhered to and that funds for purchase orders are properly encumbered; provides information technology services to the programs within the Department of Financial Services and manages several enterprisewide applications; develops financial reporting tools; provides training and customer support for end users throughout FCPS; provides divisionwide support for all nonappropriated (local school activity) funds.

Office of Payroll Management

The mission of the Office of Payroll Management is to ensure the accurate and timely payment of all payroll-related obligations; to provide reliable and professional services to stakeholders; to demonstrate fiscal responsibility by maximizing resources through efficient and effective practices; to support financial integrity by maintaining compliance with applicable federal, state, and local regulations; and to maintain the payroll portion of the automated payroll/human resources system.

The Office of Payroll Management oversees and disburses wage payments; reconciles and remits payments for all wage-related deductions and taxes; manages and maintains pay and leave records; supports employee enrollment for organizational dues; reports tax-related data to taxation agencies; manages the preparation and issuance of W-2 Wage and Tax statements to employees; administers and manages the payroll direct deposit and electronic pay advice programs; administers wage assignments, court-ordered garnishments, and tax liens and levies; reconciles and reports employee enrollment and contributions for the Virginia Retirement System; manages Consolidated Omnibus Budget Reconciliation Act (COBRA) and other retiree and employee billings and receivables; administers payments of claims and assessed taxes for the worker's compensation portion of the School Insurance Fund; administers payments of claims and administrative fees associated with the School Health and Flexible Benefits Fund; and analyzes and reports on the financial activity and status of the School Health and Flexible Benefits Fund.

Office of Food and Nutrition Services

The mission of Food and Nutrition Services is to operate a world-class child nutrition program; to provide a variety of healthy food choices to ensure students' readiness to learn; to educate stakeholders regarding proper nutrition necessary for a healthy lifestyle and wellness; implement program enhancements to re-energize the Energy Zone; to provide meals to community programs; and to operate within established government regulations while remaining financially self-supporting.

Office of Procurement Services

The mission of the Office of Procurement Services is to demonstrate good stewardship and best practices in the purchase of goods and services through fair, open and competitive processes in accordance with applicable regulations; provide timely distribution of products; offer high quality customer service; and develop and implement innovative technological solutions to improve procurement processes and divisionwide services. This office includes two areas: Purchasing Support and Warehouse Operations.

Purchasing Support manages procurement activities for the school division, enabling schools, centers, and offices to quickly locate and purchase necessary products and services in a timely manner and at competitive prices. This area supports schools, centers, and offices by acquiring instructional supplies, textbooks, furniture, equipment, and related services. Purchasing Support also oversees the contracting process which includes sourcing, evaluating, negotiating, awarding, and administering contracts for goods and services.

Warehouse Operations is primarily responsible for the oversight of a 65,000 square foot storage facility and includes the responsibility for inventory management, stock control, and distributing a wide variety of products in support of instructional and support functions for the entire school division. Functions that are included in this responsibility are ordering, receiving, storage, and distribution of goods and resources. This office also provides a myriad of ancillary services which include a ready inventory of basic supplies for instructional, administrative, and custodial services; assembly and distribution of the Instructional Program Service Center science kits; management of the internal mail services and oversight of outgoing U.S. Mail; redistribution of surplus equipment and furniture; removal and disposal of obsolete equipment and furnishings; and support of special projects throughout the school system.

Explanation of Costs

Financial Services (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 10,583,234	\$ 10,885,674	\$ 11,469,500	\$ 10,801,554	\$ 11,306,306	\$ 11,610,596
FT Salaries	10,055,146	10,371,257	10,855,761	10,325,328	10,984,627	11,135,900
PT Salaries	224,347	233,630	268,007	258,334	115,868	268,885
Logistics	303,740	280,788	345,732	217,893	205,811	205,811
FTE	154.0	155.0	155.0	147.0	148.0	148.0

Nonschool-Based Operating Budget

The FY 2017 approved, nonschool-based operating budget for Financial Services totals \$11.6 million, which is an increase of \$0.3 million, or 2.7 percent, compared to the FY 2016 Approved Budget of \$11.3 million. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. In addition, funding includes an initial investment to improve the teacher salary scale to attract and retain the highest quality teachers and provides funding to bring the salary of all contracted employees currently below living wage to the living wage minimum. Part-time salaries increased by \$0.2 million due to an increase in hourly trades, and logistics funding totaling \$0.2 million remains unchanged from FY 2016.

Human Resources

Department Administration		Fund
		SOF
Assistant Superintendent		1.0
Executive Administrative Assistant		1.0
School Investigation Specialists		2.0
Project Liaison, Leadership Development		<u>1.0</u>
Positions		5.0

Benefit Services	Fund			
	SOF	INS	H&FB	ERFC
Director	1.0	-	-	-
Coordinator, Classification and Compensation	1.0	-	-	-
Coordinator, Benefit Services	2.0	-	-	-
Benefits Specialists	-	-	3.0	-
Business Operations Supervisors	1.0	2.0	-	-
Wellness Program Specialist	-	-	1.0	-
Classification and Compensation Specialist	1.0	-	-	-
Management Technician	-	-	0.5	-
Administrative Assistant	1.0	-	-	-
Business Operations Assistants	0.5	1.0	6.5	1.0
Workers' Compensation Specialist	-	<u>1.0</u>	-	-
Positions	7.5	4.0	11.0	1.0

Equity and Employee Relations	Fund
	SOF
Director	1.0
Coordinator, Equity and Employee Relations	1.0
Equity and Employee Relations Specialists	11.0
Employee Testing and Compliance Specialist	1.0
Human Resources Technician	1.0
Business Operations Assistant	1.0
Administrative Assistant	<u>1.0</u>
Positions	17.0

Talent Acquisition and Management	Fund	
	SOF	G&SSP
Director	1.0	-
Coordinator, Instructional Employment Services	1.0	-
Coordinator, Support Employment Services	1.0	-
Coordinator, Administrative Staffing	1.0	-
Manager, Licensure	1.0	-
Employment Specialists	12.0	1.0
Recruitment Specialist	1.0	-
Recruitment Administrator	1.0	-
Recruitment Technology Specialist	1.0	-
Certification Specialist	1.0	-
Business Operations Supervisor	1.0	-
Human Resources Technician	1.0	-
Administrative Assistant	1.0	-
Business Operations Assistants	<u>18.0</u>	-
Positions	42.0	1.0

HR Business Services	Fund	
	SOF	H&FB
Director	1.0	-
Administrator, HR Technology	1.0	-
Coordinator, HR FASTeam	1.0	-
Coordinator, Salary Services	1.0	-
Manager, HR Communications and Client Services	1.0	-
Multimedia Development Specialist	1.0	-
Salary Specialist	1.0	-
Functional Applications Specialists	4.0	2.0
Functional Applications Technician	1.0	-
Business Operations Supervisors	2.0	-
Employee Programs Specialist	1.0	-
Client Services Supervisor	1.0	-
Client Services Representatives	6.0	-
Business Operations Technical Specialists	2.0	-
Human Resource Technicians	3.0	-
Business Operations Assistants	5.0	-
Records Management Assistant	1.0	-
Administrative Assistant	<u>1.0</u>	-
Positions	34.0	2.0

SOF – School Operating Fund
 INS – Insurance Fund
 H&FB – Health and Flexible Benefits Fund
 ERFC—Educational Employees' Supplementary Retirement System
 of Fairfax County Fund
 G&SSP—Grants and Self-Supporting Programs Fund

Department (SOF):	105.5
INS:	4.0
H&FB:	13.0
ERFC:	1.0
G&SSP:	<u>1.0</u>
Total Nonschool-based Positions:	124.5



Chace Ramey
Assistant
Superintendent

Department Mission

The mission of the [Department of Human Resources](#) (HR) is to build, retain, and serve a world-class workforce committed to educational excellence. FCPS provides an exemplary employee workplace through a model of responsive and efficient human resources services. These services include:

- Providing a supportive and positive work environment
- Ensuring a discrimination free workplace
- Recruiting and retaining a highly effective and diverse workforce
- Providing all employees with competitive and comprehensive benefits and compensation
- Supervising the performance evaluation programs
- Recognizing and honoring the contributions of successful employees
- Supporting employee wellness and recognizing the importance of work-life balance
- Providing premiere customer service in all aspects of our work

Issues and Trends

The need to attract and retain effective staff members is at the forefront of the Premier Workforce goal in our division's Strategic Plan. Competition for top educators, especially those in critical shortage areas, is prompting all area school divisions to offer higher salaries and additional incentives to attract a highly qualified teaching staff. Beginning in FY 2016, FCPS initiated a compensation study with a consulting firm to develop and implement a compensation structure to better recruit new talent and retain our best employees. Additionally, FCPS must enhance efforts to grow and further develop our best teachers, leaders and staff members.

Tracking and enforcing education, licensure, and certification requirements pose additional challenges to hiring practices. For example, FCPS is required to provide intensive assistance with licensure for teachers hired in critical need areas.

Effective July 1, 2012, the Virginia Department of Education mandated that a new evaluation process for teachers and administrators be implemented statewide during the 2012-2013 and 2013-2014 school years, respectively. The effectiveness model of the new FCPS Evaluation System for teachers and school-based administrators promotes growth and best practices of teaching and learning. Employees' and evaluators' needs will continue to be supported by monitoring the current processes and making reasonable modifications, as needed, to ensure fidelity of the implemented processes. Additionally, the use of an online evaluation application is expanding to all schools and other employee groups to further capture more performance data and support documentation electronically, thereby enhancing analysis and reporting.

HR partners with the Department of Information Technology to develop and maintain systems and applications that support the offices of HR and the Office of Payroll Management. Maintaining and upgrading these systems and applications as they age is a priority for ensuring uninterrupted support of the department's ever evolving business processes and to meet increasingly complex business needs. Timely maintenance and upgrades occur with a focus towards enhancing accessibility, functionality, and convenience for end users. Specifically, FY 2017 will see the development and implementation of a new time and attendance application that will support online time entry and leave requests for FCPS employees.

Due to economic constraints, FCPS' ability to enhance salaries to optimum levels remains a challenge. Therefore, the department continues to focus on non-salary employee incentives. The Employee Assistance Program (EAP) was restructured to provide targeted work-life support to the entire workforce and their household members in a cost-effective manner and includes services such as confidential counseling and referrals, as well as legal, financial, wellness, and work-life balance resources. Our Employee Wellness programming, which includes multiple fitness challenges and health awareness presentations throughout the year, encourages positive lifestyle changes that result in a significant return on the organization's investment by helping mitigate future health care cost increases. Our robust discount program Savings for Staff features discounts on apartment rentals, health club memberships, moving assistance, retail merchandise, travel, and technology.

Human Resources

Compliance with and implementation of health care legislative mandates while managing rising costs continue to be a focal point for the division. The Affordable Care Act, passed in 2010 with multiple requirements phasing in through 2020 and beyond, is currently the driving force for many benefits activities. Implementation of the Act requires substantial and concentrated resources in order to ensure compliance while balancing the need for reasonable cost containment. Additionally, staff continues to collaborate with partner agencies to assist with implementation of recently mandated changes to pension plans. These obligations create administrative tasks, potential liabilities, and resource requirements that are still largely evolving or unknown. The Health Insurance Portability and Accountability Act (HIPAA), Medicare Modernization, and the Governmental Accounting Standards Board all impact how we currently provide and fund services. Staff continues to investigate innovative ways to provide quality, affordable benefits for our employees, retirees, and their dependents.

Office of the Assistant Superintendent

The Assistant Superintendent's Office provides leadership for the various components of the division's HR functions, with an emphasis on providing ongoing support to all employees. The office sets policy and oversees HR operations in support of School Board policy, the Division's mission and vision, and the department's goals. The assistant superintendent works in concert with other departments and offices within the division to provide equitable and consistent HR practices across FCPS. The assistant superintendent focuses on ensuring a positive and supportive work environment for all employees while ensuring that the division carries out the needed human resources responsibilities.

Office of Benefit Services (OBS)

OBS administers the division's benefit programs in a fair and equitable manner that complies with all applicable local, state, and federal laws and regulations. The office actively manages all employee insurance and financial programs, which include medical, dental, vision, and life insurance, healthcare and dependent care flexible spending accounts; and 403(b) and 457(b) tax-deferred retirement savings programs. To execute program delivery, OBS manages contracts and coordinates with the various external service providers as well as internal/partner agencies such as CMS and various retirement systems. Wellness activities are integral to slowing the rate of increase in health program costs through positive employee engagement programming, and include management and oversight of the enhanced Employee Assistance Program services that were transitioned to the unit in FY 2013. OBS provides strategic oversight of sick and annual leave, and short- and long-term disability, Workers' Compensation, and Leave of Absence programs that include Family Medical Leave Act (FMLA) entitlements. Additionally, the office coordinates the strategic classification approach for the division to include organizational design consulting with departments and the development of job analyses and ensuring internal equity among similarly positioned employees/groups. The Classification unit also participates in a variety of regional and national survey efforts to ensure FCPS maintains external market competitiveness.

Office of HR Business Services (HRBS)

HRBS supports the FCPS workforce and the effective operation of the Department of Human Resources by administering various initiatives and programs and overseeing the department's fiscal and technology resources. HRBS provides customer service to potential, current, and former employees through the HR Connection online portal; manages salary plans and internal employee transfers; maintains official personnel records; processes new employees; provides employment verifications; and offers division-wide training on Fair Labor Standards Act (FLSA) compliance and time and attendance processing. HRBS oversees employee communications plans, curates HR's presence on the Internet and intranet, and administers the FCPS onboarding program and Employee Engagement Survey. It is proud to coordinate the division's annual service awards, employee awards, and retirement programs and events. The office partners with the Department of Information Technology to develop and maintain UConnect, the online system that provides employees with direct access to their HR and payroll data. HRBS provides HR and the Office of Payroll Management with business process analysis and technical solutions; responds to employee information requests and federal- and state-mandated reporting requirements; supports and maintains HR's local area network (LAN), department file and application servers, business applications (such as Kenexa/CareerQuest and SEMS/Webcenter), and hardware; and troubleshoots, develops and maintains departmental databases, web-based applications, and the mission-critical Human Resources/Payroll System HRIS.

Office of Equity and Employee Relations (EER)

EER ensures fair and equitable treatment of staff and compliance with federal, state, and local laws, as well as FCPS policies and regulations affecting equal opportunity in education and employment. To that end, EER monitors activities ranging from performance evaluation to ensuring a discrimination-free workplace. The office facilitates assessment processes that support the supervision, development, and retention of a high-performing workforce. The Colleague Assistance Program (CAP) and the intervention process are provided for teachers and administrators needing additional assistance to maintain their positions. All performance evaluations are tracked through the EER and maintained in HR. EER supports administrators/program managers by providing them with guidance on policies and regulations when addressing issues of staff behavior, conduct, and compliance. The office trains all staff on their responsibility to provide equal employment and educational opportunities, and investigates complaints of unlawful discrimination reported by employees, applicants, students, and parents. EER manages division compliance with Title VII of the Civil Rights Act, Title IX of the Education Amendments Act, the Americans with Disabilities Act Amended Act (ADAAA), and the Health Insurance Portability and Accountability Act (HIPAA). As designated by the office of the assistant superintendent, the office manages investigations of the background, character, and suitability of applicants as well as allegations of employee misconduct in the workplace, services which effectually serve to curtail future misconduct.

The office works with the School Board's Human Relations Advisory Committee (HRAC), monitors the division's human relations climate, and recommends policies that promote diversity and equal opportunities in educational and support environments. Additionally, the office seeks to foster a positive relationship between the school system and its employees, advisory councils, and certified organizations; ensures the integrity of the grievance procedure; provides advice and training for labor-management issues; manages all FCPS employee elections; and updates both the student school calendar and the Calendar of Religious and Cultural Observances.

Office of Talent Acquisition and Management (TAM)

This office recruits, selects, and hires an outstanding and diverse workforce that is committed to fostering educational excellence. TAM partners with hiring managers across the division to identify highly qualified applicants that will meet the unique needs of individual schools and departments. To ensure accurate and consistent hiring practices occur throughout the division, the office provides training for hiring managers centered around conducting effective interviews. TAM fills school administrator vacancies by gathering school and community input and facilitating the interview and selection advisory process. To find qualified staff for central office and other support position openings, TAM advertises for hard-to-fill positions and attends job fairs targeted for these positions. The office assists educators in acquiring and renewing their required licensure. TAM provides career counseling to employees seeking opportunities for advancement, facing career decisions brought about by position changes and offers feedback to candidates and employees interested in improving their interview skills. To assist with coverage for teacher and aide absences, TAM manages the selection, hiring, processing, and training of qualified substitutes. Additionally, the office is responsible for managing all substitute job requests. To cultivate a pipeline of qualified new teachers, the office oversees student intern and student teacher placement programs.

TAM is also responsible for career and leadership development, overseeing vertical training for division staff and providing opportunities to develop skills that will enhance current leadership roles, as well as those which will prepare employees for future leadership possibilities. Career and Leadership Development Program offerings are provided through individual professional development experiences or by a cohort method of leadership development.

Human Resources

Explanation of Costs

Human Resources (Operating Budget Excluding Employee Benefits)							
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App	
Nonschool-Based							
Expenditures	\$ 10,524,586	\$ 11,243,182	\$ 11,083,843	\$ 10,197,136	\$ 12,054,013	\$ 12,378,271	
FT Salaries	8,078,170	8,785,100	8,698,538	7,999,517	8,575,698	8,892,705	
PT Salaries	665,279	713,583	592,236	593,911	738,318	744,040	
Logistics	1,781,137	1,744,499	1,793,069	1,603,708	2,739,997	2,741,527	
FTE	111.0	115.0	116.0	107.5	107.5	105.5	

Nonschool-Based Operating Budget

The FY 2017 Approved Budget Nonschool-Based Operating Budget for the Human Resources Department (HR) totals \$12.4 million, which is a \$0.3 million, or 2.7 percent, increase compared to the FY 2016 Approved Budget. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. There is a reduction of 2.0 FTEs from the FY 2016 Approved Budget as a result of the reorganization effective July 1, 2016 which moved two positions from the Department of Human Resources to the newly created Office of Professional Learning and Family Engagement.

Information Technology

Department Administration		Fund
		SOF
Assistant Superintendent		1.0
Executive Administrative Assistant		<u>1.0</u>
Positions		2.0

Information Technology Support Services	Fund	G&SSP
	SOF	
Director	1.0	-
Coordinator, Customer Service Center	1.0	-
Coordinator, FASTeam	1.0	-
Coordinator, Multimedia Service Center	1.0	-
Coordinator, Project Management	1.0	-
Coordinator, Technology Support Services	1.0	-
Coordinator, Program Management and Planning	1.0	-
Cable Utilization Specialist	-	1.0
Distance Learning Specialist	-	1.0
Manager, Logistics Services	-	1.0
Manager, Media and Training	-	1.0
Manager, Multimedia Design Services	1.0	-
Manager, Multimedia Engineering	1.0	-
Manager, Teleproduction Services	1.0	-
Multimedia Design Supervisors	2.0	-
Manager, Desktop Management	1.0	-
Manager, Technology Support Systems	1.0	-
Manager, IT Service Management	1.0	-
Desktop Management Programmers	4.0	-
IT Project Managers	11.0	-
Desktop Installation Specialist	1.0	-
Senior Functional Applications Specialists	2.0	-
Functional Applications Specialists	13.0	-
IT Training Specialist	1.0	-
Senior IT Training/Course Specialist	1.0	-
Multimedia Technology Integration Specialist	1.0	-
Senior Producer/Director	-	1.0
Multimedia Engineers	1.0	3.0
Technology Support Specialists	23.0	-
Producers/Directors	-	10.0
Multimedia Designers	5.0	2.0
Teaching Materials Preparation Center Supervisor	1.0	-
Functional Applications Technicians	2.0	-
Master Control Specialist	-	1.0
Logistics and Master Control Technicians	2.0	1.0
Multimedia Production Technicians	0.5	2.0
Service Management Programmers	2.0	-
Photographic Specialist	1.0	-
Management Technician	1.0	-
Administrative Assistant	1.0	-
Financial Analysts	6.0	-
Technology Architect	1.0	-
Accounting Technicians	2.0	-
Finance Assistants	<u>2.0</u>	-
Positions	99.5	24.0

Enterprise Information Services and Assessment	Fund
	SOF
Director	1.0
Coordinator, Business Systems	1.0
Coordinator, Data Services	1.0
Coordinator, Student Systems	1.0
Coordinator, Decision Support	1.0
Coordinator, Document Management	1.0
Coordinator, Technology Architecture and Assessment	1.0
Coordinator, Instructional Systems	1.0
Database Engineers	10.0
Domain Architects	7.0
Software Engineers	16.0
Software Developers	11.0
Records Management Specialist	1.0
Student Information Analysts	4.0
Technology Assessment Engineer	1.0
Technology Assessment Specialists	3.0
Web Engineer	1.0
Technology Architects	3.0
Document Technician	1.0
Management Technician	1.0
Administrative Assistant	1.0
Program Assistant	1.0
Records Management Assistant	1.0
Document Assistants	<u>2.0</u>
Positions	72.0

Information Technology Operations	Fund
	SOF
Director	1.0
Coordinator, Network and System Services	1.0
Coordinator, Computing Services	1.0
Coordinator, Field Services	1.0
Coordinator, Field Information Systems	1.0
Manager, Field Information Systems	1.0
Field Services Supervisors	3.0
Cable TV Systems Specialist	1.0
Fire Alarm Systems Specialist	1.0
Public Address Systems Specialist	1.0
Security Systems Specialist	1.0
Audio Visual Systems Specialist	1.0
Voice Systems Specialist	1.0
Field Services Operations Liaison	1.0
Manager, Enterprise Systems	1.0
Manager, Network Security	1.0
Manager, Business Continuity and Change Management	1.0
Enterprise Data Storage Manager	1.0
Enterprise Messaging Programmers	3.0
Enterprise Messaging Supervisor	1.0
Enterprise Server Programmers	10.0
Major Systems Supervisor	1.0
Windows Administration Supervisor	1.0
Manager, Network Engineering	1.0
Manager, Network Management	1.0
Network Security Specialist	1.0
Network Management Supervisor	1.0
Network Integration Systems Supervisor	1.0
Operations Center Supervisors	3.0
Network Architect	1.0
Network Engineering Supervisors	2.0
Network Analysts	7.0
Voice Engineers	3.0
Network Engineer	1.0
Operations Supervisor	1.0
Operations Technicians	12.0
Management Technicians	2.0
Information Technology Inventory Technician	1.0
Field Services Technicians	21.0
Field Information Systems Technicians	24.0
Admin Building Support	<u>1.0</u>
Positions	120.0

State/Federal Projects	Fund
	SOF
Network Engineers	<u>2.0</u>
Positions	2.0

SOF – School Operating Fund
G&SSP – Grants and Self-Supporting Programs Fund

Department (SOF):	292.5
State/Federal Projects (SOF):	<u>3.0</u>
Total SOF:	295.5

G&SSP:	<u>24.0</u>
Total Nonschool-based Positions:	319.5

Information Technology



Maribeth Luftglass
Assistant
Superintendent

Department Mission

The mission of the [Department of Information Technology](#) (IT) is to provide technology leadership, products, and services to the Fairfax County Public Schools (FCPS) community and to manage divisionwide information resources, ensuring security and integrity within the FCPS community, in support of learning for all students.

Our vision is to become the model for effective and efficient client-centered services and products so that we are the premier information and technology services provider for teaching and learning. Our intent is to create a totally connected community where technology is available, where and when it is needed, and is appropriate to the needs of the FCPS community.

Issues and Trends

Fairfax County Public Schools is a recognized leader in the integration of technology for education, as evidenced most recently when named a 2016 Top 10 Digital District in the joint Center for Digital Education and National School Boards Association's annual Digital School Districts Survey. In 2015, FCPS was awarded the Northern Virginia Technology Council's Destination Innovation Award in the Apps and Platform Category for the Bring Your Own Device (BYOD) 2.0: Get Connected initiative, as well as the Chief Information Officer magazine (CIO) Impact Award in Advanced Analytics and Big Data for the Education Decision Support Library (EDSL) 2.0 Project. In 2013, the FCPS BYOD project received a Virginia Governor's Technology Award for the Innovative Use of Technology in Education, and a prestigious CIO 100 Award from CIO magazine. Also of note is the 2012 Excellence.gov Award in the category of Excellence in Enhancing the Customer Experience which recognized FCPS' IT Infrastructure Library (ITIL) based IT Service Catalog. From optimizing support services, to envisioning and creating award-winning systems, IT has a proven record and culture of excellence.

Technology use within FCPS is growing in size, scope, depth, complexity, and sophistication. Demands for and expectations of technology services, solutions, and devices are increasing at an unprecedented pace and include the division's commitment to move towards a 1:1 student to computing device ratio. FCPS customers, including parents, students, and staff, expect IT systems to work efficiently 24/7, 365 days a year. Virtually every major FCPS initiative now has a technology component and as a result, IT is currently managing approximately 55 distinct projects. In addition, when even a simple app can compromise student security, heightened scrutiny and vigilance is required divisionwide. There are approximately 150 current instructional product assessments under review for instructional value, function, and for data privacy and security compliance. Increasing reliance on digital learning and the digital consumption of instructional content requires substantive time and resources to effectively implement and ensure the optimal instructional benefit for students.

Ubiquitous internet access and instructional resources such as online textbooks, FCPS Student Information System (SIS), FCPS 24-7 Learning, FCPS eCART and FCPS Google Apps for Education, reflect the ever-increasing student and teacher dependence on technology. Technological integration into education practices will continue to multiply in the coming years as FCPS' Strategic Plan, *Ignite*, works towards the goal of providing "one electronic device per student" and to "Create systemic strategies and standards for technology use by teachers and students to improve student engagement and learning". FCPS is undergoing a rapid digital transformation and the instructional boundaries of time, place, instructional path, and pace of student learning are rapidly evolving.

An adaptable, scalable, and highly reliable technology infrastructure is requisite to deliver these critical services and support the evolutionary Internet of Things (IoT). The FCPS network has evolved from a method of providing rudimentary data access, to a platform delivering mission-critical instructional and operational services through both wired and wireless access. The FCPS wired network must continue to provide high-speed network connectivity to FCPS devices. This will remain essential for devices that have high bandwidth demands and/or require uninterruptible network connectivity such as servers, security cameras, video stations, wireless access points, and the migration to unified communications architecture with centralized call-processing and voice mail having converged voice and data networks.

Demands on the wireless network are increasing dramatically, and as of April 2016, there are nearly 106,400 BYOD registered devices, which in addition to all FCPS-owned devices, require wireless access. FY 2017 will begin phase one of the goal to provide “one electronic device per student”, which will significantly increase wireless demands. To meet current and future demands necessitates consistent and reliable funding to maintain and adaptable, scalable, and highly reliable technology infrastructure.

Equipment used by students and faculty is aging, with 23 percent of the inventory of approximately 176,000 computers now six years old, or older. Maintenance costs for out-of-warranty computer repairs are increasing annually due to the aging and growing inventory. Current funding for computer replacement and maintenance is insufficient and without adequate replacement and maintenance funding, the age of computer inventory will continue to increase, causing difficulty with running software used by many of our students and staff.

Continued and stable funding is essential to maintain services the FCPS community has come to expect, and to meet future technology demands including providing all FCPS students with 1:1 computing device access. To do so requires strategic planning and sufficient funding to maintain and support the essential components of our network, to maintain the computer inventory, and to ensure service continuity for instruction and conducting daily business in our schools and administrative buildings.

Office of the Assistant Superintendent

The Assistant Superintendent provides vision and direction to the Department of Information Technology, in support of the goals of the FCPS Strategic Plan, the Chief Operating Officer, the Leadership Team, and the FCPS School Board.

Office of Enterprise Information Services and Assessment

The Office of Enterprise Information Services and Assessment (EISA) provides operational support for over 115 major information systems covering all aspects of school division operations (student information, libraries, transportation, food and nutrition services, human resources, payroll, facilities planning, finance, special education, and instructional management). These systems are essential to the functioning of the school division. This office also supports the implementation of new systems to advance the capabilities of the school division [e.g., SIS (Student Information System), parent and student access, online time and attendance]. In addition to electronic records, the office maintains paper records (e.g., transcripts) required by the Library of Virginia and destroys paper student records not required by law. This office designs, acquires, and distributes paper forms required by the school division. The office also maintains, certifies, and reports student information and ensures that FCPS is in compliance with federal and state laws.

In addition, this office supports technology planning, architecture, assessment, and piloting of new and emerging information technology systems, products and services for schools, administrative sites, and other FCPS facilities. A fully functional lab test environment is maintained for the identification, evaluation, and assessment of new and emerging technologies; determining the relevance of new technologies for FCPS; integrating new technologies into the FCPS information technology environment; and providing business case justifications, modeling, and planning advice for major information technology initiatives. A major initiative of the office is identity management. The objectives of this initiative are to securely provide a single entry point for students, parents, employees, and non-employees to data, applications, textbooks, and resources appropriate to their needs; and support web-based and mobile access, preferably through a single authentication process.

Office of Information Technology Operations

The Office of Information Technology Operations (ITO) is responsible for providing design, installation, maintenance, and support services for all parts of the FCPS information technology infrastructure. Responsibilities include configuring and maintaining the FCPS wide area network, 240 local area networks, wireless networks, fire and security systems, voice systems, public address systems, and cable television (CATV) systems. In addition, ITO is responsible for managing the 24/7/365 Network Operations Center which houses critical enterprise network and systems infrastructure. ITO is also responsible for the hardware break/fix for computers, printers, audiovisual equipment, telephones, network switches, wireless access points, and projectors. This office provides data security services and is responsible for implementing industry standard security policies and procedures to ensure compliance with state and federal regulations. In addition, ITO manages the copier program for FCPS which includes facilitating and escalating maintenance and repair issues with appropriate vendors, renewing annual maintenance and lease contracts, and performing ongoing analysis of copier needs at schools and administrative sites.

Information Technology

Office of Information Technology Support Services

As the customer-facing side of the organization, the Office of IT Support Services (ITSS) is responsible for managing the customer service function for the department. ITSS proactively and responsively delivers cutting-edge IT products, services and support to schools, administrative offices and the larger FCPS community and target audiences. The broad range of services and support include the IT Service Desk, which provides the single point of contact for customers to request IT services, support and information; on-site technology support specialists in the schools and administrative offices; support for systemwide software applications; a full service project management office; and state-of-the-art media, production and computer training services which are integral to the instructional, staff development, and public information programs in FCPS. In addition, program management and planning services provide financial management oversight for all aspects of IT including baseline budgeting, procurement and contracting, funds management for many divisionwide technology programs, and compliance of federal and state technology mandates.

Explanation of Costs

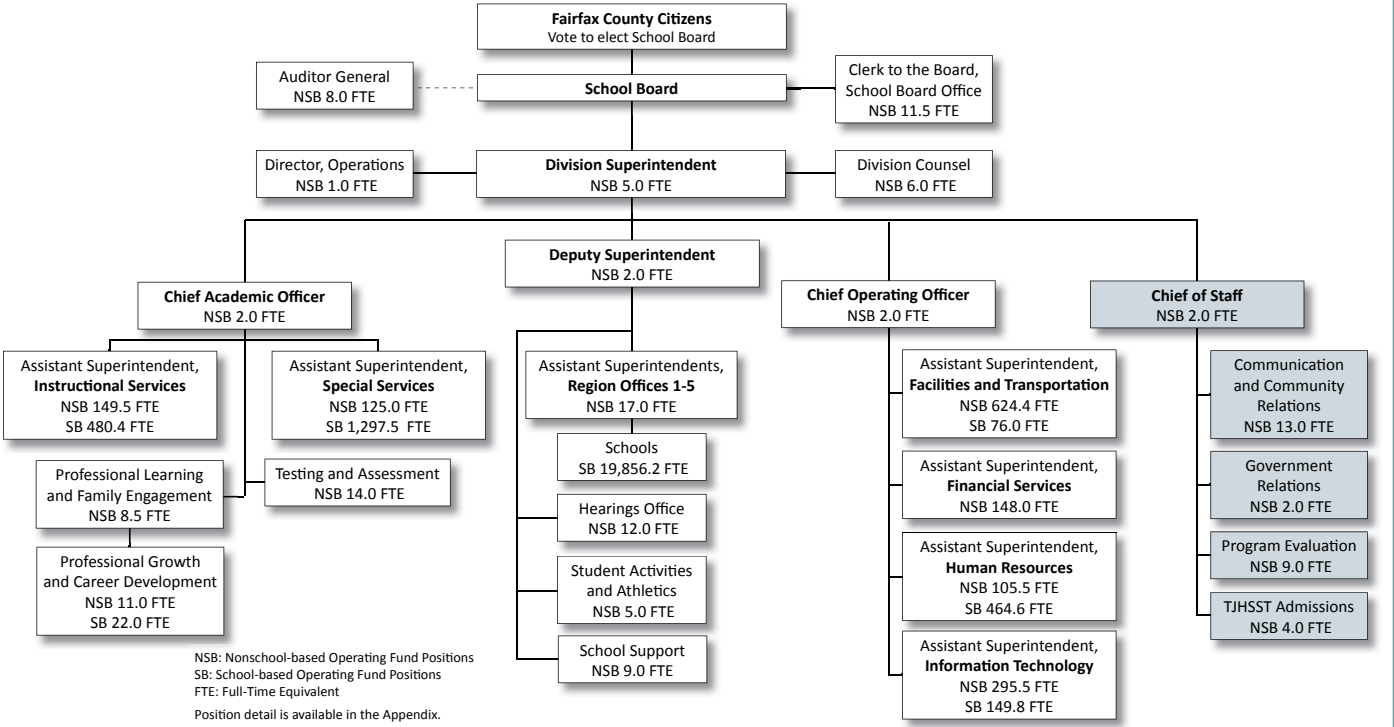
Information Technology (Operating Budget Excluding Employee Benefits)							
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App	
Nonschool-Based							
Expenditures	\$ 43,168,827	\$ 48,007,602	\$ 37,651,945	\$ 33,210,957	\$ 34,045,647	\$ 34,612,368	
FT Salaries	24,533,441	25,949,335	27,316,052	26,824,650	27,318,621	27,873,030	
PT Salaries	1,246,710	1,144,665	1,098,214	1,080,499	1,089,822	1,187,142	
Logistics	17,388,675	20,913,602	9,237,679	5,305,808	5,637,204	5,552,196	
FTE	298.5	301.5	301.5	292.5	292.5	292.5	
School-Based							
Expenditures	\$ 12,700,651	\$ 12,738,398	\$ 13,014,056	\$ 13,220,912	\$ 13,915,706	\$ 14,521,128	
FT Salaries	11,392,750	12,199,316	12,584,448	12,859,732	13,481,190	14,085,334	
PT Salaries	106,808	131,360	112,172	99,578	125,945	127,223	
Logistics	1,201,093	407,722	317,435	261,602	308,571	308,571	
FTE	148.8	149.3	149.3	149.8	149.8	149.8	

Nonschool-Based Operating Budget

The FY 2017 Approved Budget includes a nonschool-based operating budget for the Department of Information Technology (IT) totaling \$34.6 million, an increase of \$0.6 million, or 1.7 percent, as compared to the FY 2016 Approved Budget. Full-time salaries for FY 2017 total \$27.9 million, an increase of \$0.6 million, or 2.0 percent, as compared to the FY 2016 Approved Budget. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Part-time salaries total \$1.2 million, which represents a \$0.1 million, or 8.9 percent, increase from the FY 2016 Approved Budget. The logistics budget reflects a decrease of 1.5 percent, or \$0.1 million, mainly due to realigning funds to cover hourly support, which is reflected in part-time salaries. Nonschool-based positions totaling 292.5 positions are unchanged as compared to the FY 2016 approved.

School-Based Operating Budget

The FY 2017 Approved Budget includes a school-based operating budget for the Department of Information Technology (IT) totaling \$14.5 million, an increase of \$0.6 million, or 4.4 percent, as compared to the FY 2016 Approved Budget. Full-time salaries for FY 2017 total \$14.1 million, an increase of \$0.6 million, or 4.5 percent, as compared to the FY 2016 Approved Budget. The FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Part-time salaries total \$0.1 million in the FY 2017 Approved Budget, which represents a \$1,278, or 1.0 percent, increase from the FY 2016 Approved Budget. The logistics budget of \$0.3 million is unchanged as compared to the FY 2016 Approved Budget. School-based positions totaling 149.8 positions also are unchanged as compared to the FY 2016 Approved Budget. Details on IT centrally-managed funding, including 3.0 positions, are located on [page 347](#).



Chief of Staff

Office of the Chief of Staff	
	Fund
	SOF
Chief of Staff	1.0
Executive Administrative Assistant	<u>1.0</u>
Positions	2.0

Communication and Community Relations		
	Fund	
	SOF	G&SSP
Executive Director	1.0	-
Administrator, Business and Community Partnerships	1.0	-
Administrator, Strategic Communications	1.0	-
Communications Specialists	3.0	1.0
Public Information Specialist	1.0	-
Web Development Specialists	2.0	-
Public Information Officer	1.0	-
Executive Administrative Assistant	1.0	-
Functional Applications Specialist	1.0	-
Management Technician	1.0	-
Digital Media Communications Technician	-	<u>1.0</u>
Positions	13.0	2.0

Government Relations	
	Fund
	SOF
Director	1.0
Business Operations Technical Specialist	<u>1.0</u>
Positions	2.0

Program Evaluation	
	Fund
	SOF
Director	1.0
Manager, Program Evaluation	1.0
Program Evaluation Specialists	5.0
Administrative Assistants	<u>2.0</u>
Positions	9.0

Thomas Jefferson Admissions	
	Fund
	SOF
Director	1.0
Outreach Specialist	1.0
Admissions Specialist	1.0
Administrative Assistant	<u>1.0</u>
Positions	4.0

SOF – School Operating Fund
 G&SSP – Grants and Self-Supporting Programs Fund

Office (SOF):	30.0
G&SSP:	<u>2.0</u>
Total Nonschool-Based Positions:	32.0



Marty Smith
Chief of Staff

Mission

The chief of staff's mission is to provide administrative and strategic leadership and support for the Superintendent's initiatives and priorities, working closely with the other chief positions, assistant superintendents, government relations, and the Office of Communication and Community Relations.

Office of the Chief of Staff

The Office of the Chief of Staff coordinates strategic leadership and initiatives divisionwide in collaboration with the chief academic officer and the chief operating officer. The office provides direction on FCPS policies and initiatives to Government Relations, and oversees the activities of the Office of Program Evaluation in support of their independent research, evaluation and technical assistance. The office also directs the efforts of the independent admissions office for Thomas Jefferson High School for Science and Technology, the region Governor's school for advanced science, technology, engineering and math curriculum, and oversees the Office of Communication and Community Relations.

Office of Government Relations

The Government Relations Office serves as liaison between FCPS and state and national policymakers, including the Virginia General Assembly and the Virginia State Board of Education, in order to achieve the legislative goals of the School Board and promote positive leadership of the school division regarding education policy and financing.

Program Evaluation

The Office of Program Evaluation (OPE) guides critical decisions about the effectiveness of teaching and learning conditions through a variety of processes, structures, and products. OPE designs and employs analytical frameworks and procedures based on research and statistical approaches. Evidence from these approaches helps to guide the School Board's and Superintendent's funding and policy decisions related to programs and other initiatives. Office evidence also guides program staffs' (assistant superintendents, directors, and principals) strategic directions related to improving conditions for and outcomes on the Academic Goals and other division initiatives.

The primary functions of OPE are three-fold:

Research – The purpose of OPE research is to provide relevant and systematic information that allows stakeholders to understand and generalize what is likely to happen if procedures or protocols (e.g., expansion of honors classes, changes in discipline practices, uses of alternative assessment methods) are altered or eliminated. In addition, OPE reviews and oversees, through the Research Screening Committee, all requests to conduct research in the school division by university, government, and private agents ([Policy 1475](#)).

Program Evaluation – The purpose of OPE program evaluation is to provide relevant and systematic information about specific ongoing programs to help stakeholders decide their value added in reaching their unique goals. Accordingly, OPE has designed and uses a systematic process to: (1) identify programs and services for evaluation; (2) conduct exploratory evaluations to judge program readiness for comprehensive evaluation; and (3) conduct and report comprehensive evaluations or assist programs in further development.

Technical Assistance – The purpose of OPE technical assistance is to help division staffs collect, analyze and use on demand data (e.g., divisionwide surveys, focus groups, across state achievement comparisons, etc.) in a technically appropriate manner for making decisions. Technical assistance requires knowledge and skills in logic modeling, statistical methods, instrument design and best practices for teaching and learning for: (1) conceptualizing and leading technical projects; (2) advising on data-based decisions; (3) conducting methodologically appropriate analyses; and/or (4) providing data-based products and tools.

Thomas Jefferson High School for Science and Technology Admissions Office

Thomas Jefferson High School for Science and Technology (TJHSST) is a region Governor's school, designed to attract and serve selected students from Fairfax County and other participating divisions in Northern Virginia. Completely independent of the TJHSST staff, the Admissions Office administers an objective and equitable admissions process supporting the school's goal to serve a diverse student population demonstrating excellence and passion for math, science, and technology.

Through a competitive admissions process, approximately 480 students are selected for each class based on an aptitude and passion for studies in math, science, and technology. The admissions process evaluates admission test scores, academic achievement, personal essays, and teacher recommendations. Students are selected on the basis of aptitude and interest in science, math, and technology. Applications are reviewed by independent selection committees composed of school administrators, counselors, and teachers from schools within the participating school districts.

Chief of Staff

Office of Communication and Community Outreach

The Office of Communication and Community Relations (OCCR) includes strategic communications; media relations; crisis communications; and business and community partnerships.

- Strategic Communications Team anticipates issues and trends that could affect the school system; monitors, evaluates, and recommends implementation of social media tools; publishes three My FCPS newsletters for families, employees, and community members, and the FCPS Handbook; produces the State of the Schools annual report; develops strategic communications plans; and promotes clear internal communications. In addition, the team oversees the FCPS web site content and design, works with individual schools to help them maintain high quality web sites, and develops new applications for easier access to information by key stakeholders. The Strategic Communications Team also creates and oversees public information content and programming on Channel 21, including FCPS News Hour and In Other Words.
- Media Relations and Crisis Communications Team works with reporters and editors, places stories, writes and distributes news releases and media tips, and fulfills Freedom of Information Act requests. They also serve as the primary resource for principals in communicating about school incidents and crises.
- Business and Community Partnerships Team oversees and recruits business partnerships with individual schools and the school district as a whole, coordinates the donations process, serves as liaison to the Superintendent's Business and Community Advisory Council, and oversees the Expanding Visions partnership.

Explanation of Cost

Chief of Staff Office (Operating Budget Excluding Employee Benefits)						
	FY 2012 Act	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Nonschool-Based						
Expenditures	\$ 2,454,220	\$ 2,452,196	\$ 2,511,400	\$ 2,905,375	\$ 3,171,710	\$ 3,602,081
FT Salaries	1,692,185	1,752,341	1,810,032	2,578,315	2,804,378	2,883,424
PT Salaries	513,703	519,185	501,203	115,856	134,480	131,843
Logistics	248,332	180,670	200,166	211,204	232,853	586,814
FTE	19.5	19.5	20.5	30.0	30.0	30.0

Nonschool-Based Operating Budget

The FY 2017 Approved Budget Nonschool-Based Operating Budget for the Office of the Chief of Staff totals \$3.6 million, an increase of \$0.4 million, or 13.6 percent, over the FY 2016 Approved Budget. Full-time salaries of \$2.9 million is an increase of \$0.1 million, or 2.8 percent, over the FY 2016 Approved Budget. Salaries reflect a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. Employee benefits are included in centrally-managed expenditures. Part-time salaries of \$0.1 million is a decrease of \$2,637, or 2.0 percent, from the FY 2016 Approved Budget. Logistics funding of \$0.6 million is an increase of \$0.4 million from the prior year due to contractual increases related to the purchase and technological improvement of the website content management system. The FY 2017 Approved Budget includes no school-based funding.

Centrally-Managed Resources

Centrally-Managed Resources

Centrally-managed funding are budgeted resources provided for divisionwide activities that are overseen by one or more FCPS departments. This funding is not included with departments' day-to-day operational funding. Examples of divisionwide centrally-managed expenditures include insurance costs for buildings, buses, and property; mandated divisionwide annual external audit expenses; costs associated with maintaining divisionwide business systems, including the financial and human resources systems; and degree supplement funding used to cover the cost of teachers with increased educational credentials during the course of the school year. The chart and narratives below provide a detailed explanation by department with oversight.

	FY 2012 Act*	FY 2013 Act	FY 2014 Act	FY 2015 Act	FY 2016 App	FY 2017 App
Superintendent Office						
Expenditures	\$ 2,114,310	\$ 2,080,943	\$ 2,154,094	\$ 27,596		
FTE	4.0	4.0	4.0			
Deputy Superintendent Office						
Expenditures			\$ 5,781	\$ 1,659,767	\$ 4,710,691	\$ 4,818,205
Regions						
Expenditures	\$ 38,855,443	\$ 21,019,837	\$ 23,495,363	\$ 20,813,820	\$ 20,952,550	\$ 20,508,752
FTE	705.1	426.3	417.3	353.1	354.1	354.1
Chief Academic Office						
Expenditures				\$ 1,257,049	\$ 1,600,000	\$ 4,538,222
Instructional Services						
Expenditures	\$ 17,884,954	\$ 24,525,357	\$ 13,985,346	\$ 14,546,354	\$ 19,380,079	\$ 16,666,080
FTE	0.5	0.5	0.5	2.0	2.0	2.0
Special Services						
Expenditures	\$ 6,812,696	\$ 4,074,588	\$ 7,072,773	\$ 7,165,026	\$ 5,714,930	\$ 6,042,005
FTE	39.0	47.0	49.0	50.0	50.0	50.0
Facilities and Transportation Services						
Expenditures	\$ 131,036,145	\$ 131,361,624	\$ 147,799,909	\$ 141,319,727	\$ 148,180,628	\$ 152,263,646
Financial Services						
Expenditures	\$ 551,732,081	\$ 650,082,951	\$ 642,621,227	\$ 686,605,097	\$ 690,453,980	\$ 740,553,493
FTE	1.0					
Human Resources						
Expenditures	\$ 8,069,776	\$ 8,213,801	\$ 9,352,232	\$ 13,981,515	\$ 25,260,426	\$ 33,574,091
FTE	277.8	201.5	231.0	255.1	295.7	464.6
Information Technology						
Expenditures	\$ 33,615,210	\$ 39,971,573	\$ 48,771,594	\$ 50,840,288	\$ 48,048,598	\$ 48,720,778
FTE	4.0	4.0	4.0	3.0	3.0	3.0
Chief of Staff Office						
Expenditures			\$ 5,525	\$ 99,515		
Professional Learning and Accountability						
Expenditures	\$ 139,796	\$ 1,635,690	\$ 2,356,011	\$ 101,144		

*In order to account for revenue and expenditures in the proper fiscal year, an audit adjustment in the amount of \$123,531 has been reflected as an increase to FY 2012 expenditures.

Centrally-Managed Resources

Deputy Superintendent's Office

Centrally-managed funding with oversight by the Deputy Superintendent's Office totals \$4.8 million, an increase of \$0.1 million, or 2.3 percent, from the FY 2016 Approved Budget. The increase is mainly due to rental cost of County swim and dive facilities used in training for the Virginia High School League competitions.

Region Offices

Centrally-managed funding with oversight by the Region Offices in FY 2017 totals \$20.5 million, a decrease of \$0.4 million, or 2.1 percent, compared to the FY 2016 Approved Budget. Funding for salaries reflects a net decrease of \$0.4 million as the FY 2017 Approved Budget reflects expenditure adjustments for employee compensation including a step increase for all eligible employees, a 1.0 percent market scale adjustment for all employees, rate increases for retirement and health, and an adjustment for employee turnover. In FY 2017, 354.1 school-based positions continue to be funded by the Individuals with Disabilities Act (IDEA) federal grant. A 1.0 office assistant position is located at Thomas Jefferson High School for Science and Technology (TJHSST), a governor's school, which is funded by the State. There is no change in positions when compared to the FY 2016 Approved Budget.

Chief Academic Officer

Centrally-managed funding with oversight by the chief academic officer totals \$4.5 million reflects an increase of \$2.9 million, or 183.6 percent, from FY 2016 Approved Budget. The net increase is attributed to the reorganization effective July 1, 2016. To move the Strategic Plan forward, functions from the departments of Instructional Services, Special Services, and Human Resources were realigned with no net impact; position adjustments were recognized as part of the FY 2016 Final Budget Review. From Human Resources, Instructional Services, and Special Services, functions were realigned to the Chief Academic Officer with the newly created office of Professional Learning and Family Engagement and Professional Growth and Career Development to better provide a strategic approach to professional learning with a comprehensive and systemwide framework for teachers, staff, administrators, and parents.

Instructional Services

Centrally-Managed funding with oversight by the Instructional Services Department (ISD) totals \$16.7 million, and includes 2.0 positions. IDEA funds a 1.0 instructional specialist, and the Carl D. Perkins grant in support of Career and Technical Education (CTE) funds a 1.0 technician position. This centrally-managed budget funds Advanced Placement and International Baccalaureate tests, library materials and supplies, mathematics and social studies textbooks, supports the music programs, CTE certifications, CTE Per-pupil materials, PSAT and Readistep tests, Algebra Readiness, Finance Park, and Early Childhood programs. The FY 2017 budget decreases \$2.7 million, or 14.0 percent, from the FY 2016 Approved Budget, due primarily to the reorganization. Effective July 1, 2016, functions from the ISD were realigned with no net impact; position adjustments were recognized as part of the FY 2016 Final Budget Review. From Instructional Services, functions were realigned to the Deputy Superintendent with the newly created office of School Support recognizing the growing need to provide continuous support to all schools, and to the Chief Academic Officer with the newly created office of Professional Learning and Family Engagement and Professional Growth and Career Development to better provide a strategic approach to professional learning with a comprehensive and systemwide framework for teachers, staff, administrators, and parents.

Special Services

Centrally-managed funding with oversight by the Department of Special Services (DSS) totals \$6.0 million, including 50.0 positions. This is an increase of \$0.3 million, or 5.7 percent, over the FY 2016 Approved Budget. Of the \$6.0 million budget, \$3.9 million is centrally-managed IDEA funded expenditures for special education. The net increase is attributed primarily to an increase in the allocation of funding for student registration interpreters budgeted centrally in DSS.

Facilities and Transportation Services

Centrally-managed funding with oversight by the Department of Facilities and Transportation Services totals \$152.3 million, an increase of \$4.1 million, or 2.8 percent, over the FY 2016 Approved Budget. Funding is for transportation bus drivers and attendants pay, utilities, privatized services, county services, and capital outlay. The \$4.1 million net increase is primarily due to an increase of \$2.0 million in expenditure adjustments for employee compensation including a step increase for all eligible employees, and a 1.0 percent market scale adjustment for all employees, \$2.2 million in capital outlay for school bus replacement, \$1.0 million in electricity due to projected rate adjustments for FY 2017, \$0.9 million in contractual services, offset by a decrease of \$2.0 million in gas and diesel fuel savings.

Financial Services

Centrally-managed funding with oversight by the Department of Financial Services totals \$740.6 million, of which \$727.7 million, or 98.3 percent, is related to employee benefits. Budgeted areas include expenditure credits due to compensation lapse and work performed for others; employee benefits for contracted and hourly employees; central supply funding allocated to schools once final enrollment and teacher counts are official; local travel reimbursement funding; funding for financial system maintenance; general insurance coverage; and transfers for summer school and adult and community education. The FY 2017 budget increased by a net of \$50.1 million, or 7.3 percent, from the FY 2016 Approved Budget, primarily due to employee benefits resulting from rate increases in retirement and health as well as a higher salary base due to step, market scale adjustments, and funding for an initial investment to improve teacher salary scales.

Human Resources

Centrally-managed funding with oversight by the Department of Human Resources (HR) totals \$33.6 million, an increase of \$8.3 million, or 32.9 percent, as compared to the FY 2016 Approved Budget. In FY 2017, this centrally-managed budget includes funding for 464.6 positions, an increase of 168.8 positions from the FY 2016 Approved Budget. This increase of positions is due primarily to an increase of 67.5 positions to support the ongoing commitment to help alleviate large classes and 98.0 positions to eliminate elementary classes of 30 students or above where classroom space is available. Human Resources manages this funding, which in addition to position funding for the staffing reserve, is used to fund substitutes required to cover vacancies, official leave, organizational leave, and extended sick leave; annual leave payouts; HR-related enterprisewide technology; and the short-term disability program.

Information Technology

In FY 2017, the Department of Information Technology (IT) has oversight for centrally-managed funding and noncapital projects totaling \$48.7 million, a net increase of \$0.7 million, or 1.4 percent, as compared to the FY 2016 Approved Budget. The increase is mainly due to contractual increases for enterprise software and systems maintenance supporting areas such as student systems, data services, desktop management, and administrative support. Of the \$48.7 million, IT's centrally-managed accounts total \$36.6 million, which is an increase of \$0.5 million, or 1.5%, compared to the FY 2016 Approved budget. Some items included in this fund are costs for copier rentals, telephones, contracted services to maintain software and hardware, as well as capital outlay and county service costs. IT's non-capital projects have increased by \$0.1 million, or 1.1 percent, compared to the FY 2016 Approved budget. Examples of some of the projects included here are support initiatives such as the Lawson system upgrade, eCart, and EDSL. Also included in these projects are 3.0 technology specialist positions, which is unchanged from FY 2016.

Appendix



Click on the items below to be directed to the appropriate page

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[Staffing Standards](#)

[Standard Allocations](#)

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[School Operating Fund Revenue Detail](#)

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FY 2017 School Enrollment

Region					FY16		FY17		
School Level	FY 2012	FY 2013	FY 2014	FY 2015	Approved		Approved	Change in	
School Name	Actual	Actual	Actual	Actual	Projected	FY16 Actual	Projected	Projected	
	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
1									
ES									
ALDRIN ELEM	678	709	708	744	788	718	710	(78)	
ARCHER ELEM	792	827	759	702	654	685	651	(3)	
ARMSTRONG ELEM	471	516	500	471	471	456	435	(36)	
CHURCHILL ROAD ELEM	823	826	873	857	863	839	838	(25)	
CLEARVIEW ELEM	670	681	685	700	722	698	678	(44)	
COLVIN RUN ELEM	860	875	894	872	837	826	755	(82)	
CROSSFIELD ELEM	776	743	700	685	673	674	649	(24)	
CUNNINGHAM PARK ELEM	485	480	484	519	553	511	527	(26)	
DOGWOOD ELEM	779	839	844	838	842	780	769	(73)	
DRANESVILLE ELEM	681	682	764	769	794	799	781	(13)	
FLINT HILL ELEM	690	682	707	705	724	729	716	(8)	
FOREST EDGE ELEM	819	791	789	794	773	708	737	(36)	
FORESTVILLE ELEM	694	671	618	591	557	569	553	(4)	
FOX MILL ELEM	628	618	631	643	642	599	615	(27)	
GREAT FALLS ELEM	570	580	577	552	540	546	527	(13)	
HERNDON ELEM	827	864	918	940	983	919	920	(63)	
HUNTERS WOODS ELEM	1,047	1,127	1,115	1,049	977	948	877	(100)	
HUTCHISON ELEM	809	912	960	987	1,013	1,002	1,023	10	
LAKE ANNE ELEM	668	692	653	677	679	674	711	32	
MARSHALL ROAD ELEM	627	639	679	698	732	739	775	43	
MOSBY WOODS ELEM	836	925	968	1,009	1,039	1,023	1,017	(22)	
NAVY ELEM	799	815	856	873	898	908	984	86	
OAKTON ELEM	745	805	846	847	853	837	825	(28)	
SPRING HILL ELEM	974	954	949	955	953	950	952	(1)	
SUNRISE VALLEY ELEM	623	621	582	576	564	553	549	(15)	
TERRASET ELEM	471	482	511	556	574	553	525	(49)	
VIENNA ELEM	391	390	397	435	427	469	455	28	
WAPLES MILL ELEM	885	859	862	857	857	865	839	(18)	
WOLFTRAP ELEM	567	565	576	585	594	570	587	(7)	
ES Total	20,685	21,170	21,405	21,486	21,576	21,147	20,980	(596)	
MS									
CARSON MIDDLE	1,352	1,356	1,343	1,428	1,502	1,468	1,494	(8)	
COOPER MIDDLE	827	801	751	727	714	763	987	273	
HERNDON MIDDLE	937	944	970	1,057	1,036	1,057	1,038	2	
HUGHES MIDDLE	923	961	1,002	996	1,012	964	1,022	10	
THOREAU MIDDLE	779	827	843	829	831	857	840	9	
MS Total	4,818	4,889	4,909	5,037	5,095	5,109	5,381	286	
HS									
CEDAR LANE SCHOOL	73	96	87	86	92	80	93	1	
HERNDON HIGH	2,208	2,143	2,176	2,263	2,318	2,253	2,340	22	
LANGLEY HIGH	2,010	1,948	1,987	1,993	2,002	1,959	1,948	(54)	
MADISON HIGH	1,969	1,970	1,974	2,054	2,153	2,116	2,187	34	
OAKTON HIGH	2,212	2,165	2,192	2,254	2,344	2,406	2,401	57	
SOUTH LAKES HIGH	2,274	2,321	2,346	2,374	2,456	2,441	2,417	(39)	
HS Total	10,746	10,643	10,762	11,024	11,365	11,255	11,386	21	
1 Total	36,249	36,702	37,076	37,547	38,036	37,511	37,747	(289)	

FY 2017 School Enrollment

Region	FY 2012	FY 2013	FY 2014	FY 2015	FY16	FY17	Change in
School Level	Actual	Actual	Actual	Actual	Approved	Approved	Projected
School Name	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
2							
ES							
ANNANDALE TERRACE ELEM	917	730	715	716	696	721	24
BAILEYS ELEM	1,228	1,332	1,386	1,364	1,360	1,327	(615)
BAILEYS UPPER ELEM	0	0	0	0	0	0	618
BEECH TREE ELEM	480	397	390	397	396	386	(33)
BELVEDERE ELEM	624	662	681	720	718	752	24
BRADDOCK ELEM	711	728	814	875	934	845	(86)
BREN MAR PARK ELEM	486	506	500	538	543	527	0
CAMELOT ELEM	600	557	604	613	615	649	12
CHESTERBROOK ELEM	656	686	687	695	685	718	1
COLUMBIA ELEM	452	448	478	473	475	473	(10)
FAIRHILL ELEM	627	623	588	592	607	594	(4)
FREEDOM HILL ELEM	715	633	630	642	653	639	(2)
GLEN FOREST ELEM	982	1,005	1,047	1,065	1,104	1,037	(69)
GRAHAM ROAD ELEM	436	481	488	502	518	473	(40)
HAYCOCK ELEM	837	958	907	878	863	921	42
KENT GARDENS ELEM	895	905	920	922	934	927	38
LEMON ROAD ELEM	251	323	483	511	522	565	15
MASON CREST ELEM	0	472	576	612	629	609	0
NORTH SPRINGFIELD ELEM	580	544	544	535	524	527	16
PARKLAWN ELEM	772	759	778	721	714	706	(13)
PINE SPRING ELEM	576	596	585	608	624	603	(34)
SHERMAN ELEM	391	421	412	411	412	407	(17)
SHREVEWOOD ELEM	608	640	686	697	720	739	33
SLEEPY HOLLOW ELEM	471	438	455	467	444	433	5
STENWOOD ELEM	513	518	537	530	533	510	(14)
TIMBER LANE ELEM	562	577	602	612	623	643	33
WESTBRIAR ELEM	533	547	623	690	795	756	15
WESTGATE ELEM	563	610	607	607	644	578	(48)
WESTLAWN ELEM	741	743	766	762	783	826	40
WEYANOKE ELEM	579	571	591	526	543	532	(15)
WOODBURN ELEM	557	498	501	505	509	470	(58)
ES Total	18,343	18,908	19,581	19,786	20,120	19,893	(142)
MS							
GLASGOW MIDDLE	1,385	1,443	1,521	1,637	1,715	1,680	18
HOLMES MIDDLE	776	849	956	962	960	961	(14)
JACKSON MIDDLE	1,149	1,165	1,253	1,324	1,418	1,384	39
KILMER MIDDLE	1,185	1,274	1,366	1,387	1,387	1,308	(59)
LONGFELLOW MIDDLE	1,337	1,275	1,331	1,392	1,412	1,343	(88)
POE MIDDLE	1,089	935	900	874	889	874	3
MS Total	6,921	6,941	7,327	7,576	7,781	7,550	(101)
HS							
ANNANDALE HIGH	2,475	2,393	2,238	2,148	2,160	2,155	31
DAVIS CENTER	98	96	105	98	102	93	4
FALLS CHURCH HIGH	1,568	1,659	1,667	1,789	1,904	1,863	21
JEFFERSON SCI/TECH HIGH	1,854	1,846	1,843	1,820	1,856	1,823	(53)
MARSHALL HIGH	1,625	1,641	1,814	1,904	2,057	2,036	20
MCLEAN HIGH	1,963	2,076	2,072	2,054	2,089	2,086	(54)
PIMMIT ALTERNATIVE HIGH	0	0	0	0	0	0	0
STUART HIGH	1,719	1,743	1,821	1,929	2,080	1,972	47
HS Total	11,302	11,454	11,560	11,742	12,248	12,028	16
2 Total	36,566	37,303	38,468	39,104	40,149	39,471	(227)

FY 2017 School Enrollment

Region	FY 2012	FY 2013	FY 2014	FY 2015	FY16		FY17		Change in
School Level	Actual	Actual	Actual	Actual	Projected	FY16 Actual	Projected	Projected	Projected
School Name	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
3									
ES									
BELLE VIEW ELEM	531	546	542	575	584	532	568	(16)	
BUCKNELL ELEM	259	276	265	288	288	258	267	(21)	
BUSH HILL ELEM	446	483	496	472	477	472	460	(17)	
CAMERON ELEM	566	567	544	524	577	513	559	(18)	
CLERMONT ELEM	468	478	531	545	577	546	539	(38)	
CRESTWOOD ELEM	606	638	652	677	667	644	630	(37)	
FORESTDALE ELEM	629	612	602	578	532	578	543	11	
FORT BELVOIR ELEM	1,175	1,153	1,116	1,119	1,094	1,109	883	(211)	
FORT BELVOIR UPPER ELEM	0	0	0	0	0	0	547	547	
FORT HUNT ELEM	582	607	605	563	569	588	561	(8)	
FRANCONIA ELEM	545	548	567	528	504	488	483	(21)	
GARFIELD ELEM	361	363	368	375	394	391	387	(7)	
GROVETON ELEM	719	739	781	786	791	783	788	(3)	
GUNSTON ELEM	544	525	550	534	535	553	539	4	
HAYFIELD ELEM	662	660	676	716	730	725	743	13	
HOLLIN MEADOWS ELEM	646	655	645	655	668	652	662	(6)	
HYBLA VALLEY ELEM	856	861	924	953	965	972	962	(3)	
ISLAND CREEK ELEM	793	799	747	795	818	809	813	(5)	
LANE ELEM	836	807	794	838	868	844	860	(8)	
LORTON STATION ELEM	935	1,012	1,029	1,072	1,057	1,043	994	(63)	
LYNBROOK ELEM	519	615	637	697	712	656	681	(31)	
MOUNT EAGLE ELEM	340	369	381	402	434	410	403	(31)	
MOUNT VERNON WOODS ELEM	579	672	685	702	732	688	658	(74)	
RIVERSIDE ELEM	682	716	742	777	789	776	795	6	
ROSE HILL ELEM	717	746	760	765	774	738	697	(77)	
SARATOGA ELEM	782	786	759	750	750	763	746	(4)	
SPRINGFIELD ESTATES ELEM	692	746	746	768	766	786	765	(1)	
STRATFORD LANDING ELEM	821	868	899	895	906	891	845	(61)	
WASHINGTON MILL ELEM	619	662	664	657	679	613	592	(87)	
WAYNEWOOD ELEM	702	724	733	728	737	762	742	5	
WOODLAWN ELEM	676	738	767	742	783	735	587	(196)	
WOODLEY HILLS ELEM	693	708	738	749	784	772	627	(157)	
ES Total	19,981	20,679	20,945	21,225	21,541	21,090	20,926	(615)	
MS									
HAYFIELD MIDDLE	995	875	885	872	877	891	924	47	
KEY MIDDLE	895	880	939	1,003	979	922	915	(64)	
SANDBURG MIDDLE	1,216	1,273	1,312	1,371	1,434	1,429	1,389	(45)	
TWAIN MIDDLE	863	885	886	930	992	973	976	(16)	
WHITMAN MIDDLE	1,010	973	969	966	980	980	960	(20)	
MS Total	4,979	4,886	4,991	5,142	5,262	5,195	5,164	(98)	
HS									
BRYANT ALTERNATIVE HIGH	302	431	354	327	352	246	352	0	
EDISON HIGH	1,638	1,686	1,776	1,908	1,959	1,930	1,943	(16)	
HAYFIELD HIGH	1,930	1,949	1,887	1,983	1,977	1,974	1,939	(38)	
LEE HIGH	1,788	1,808	1,747	1,790	1,853	1,753	1,848	(5)	
MOUNT VERNON HIGH	1,828	1,876	1,978	1,974	1,980	1,980	1,977	(3)	
PULLEY CENTER	91	89	94	88	95	107	99	4	
QUANDER ROAD SCHOOL	80	83	76	76	77	91	77	0	
WEST POTOMAC HIGH	2,308	2,277	2,335	2,490	2,484	2,471	2,536	52	
HS Total	9,965	10,199	10,247	10,636	10,777	10,552	10,771	(6)	
3 Total	34,925	35,764	36,183	37,003	37,580	36,837	36,861	(719)	

FY 2017 School Enrollment

Region	FY 2012	FY 2013	FY 2014	FY 2015	FY16	FY17	Change in	
School Level	Actual	Actual	Actual	Actual	Approved	Approved	Projected	
School Name	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	
4								
ES								
BONNIE BRAE ELEM	754	723	709	709	703	734	755	52
BULL RUN ELEM	874	881	853	882	882	860	824	(58)
CARDINAL FOREST ELEM	596	593	618	634	648	637	619	(29)
CENTRE RIDGE ELEM	829	835	814	830	859	842	856	(3)
CENTREVILLE ELEM	962	960	910	933	928	895	891	(37)
CHERRY RUN ELEM	495	484	501	535	540	491	502	(38)
CLIFTON ELEM	0	0	0	0	0	0	0	0
FAIRVIEW ELEM	726	663	661	668	667	663	635	(32)
HALLEY ELEM	738	747	734	695	706	693	697	(9)
HUNT VALLEY ELEM	602	625	622	669	678	677	699	21
KEENE MILL ELEM	628	685	726	749	754	758	780	26
KINGS GLEN ELEM	472	464	479	438	437	460	482	45
KINGS PARK ELEM	659	676	678	706	724	704	666	(58)
LAUREL HILL ELEM	872	894	941	909	908	919	955	47
LAUREL RIDGE ELEM	813	800	815	827	872	866	815	(57)
NEWINGTON FOREST ELEM	640	637	619	606	579	589	561	(18)
OAK VIEW ELEM	743	759	757	783	788	789	802	14
ORANGE HUNT ELEM	794	785	824	801	812	816	811	(1)
POWELL ELEM	1,160	1,163	1,000	961	977	976	938	(39)
RAVENSWORTH ELEM	544	520	541	554	537	593	579	42
ROLLING VALLEY ELEM	575	558	561	564	583	573	585	2
SANGSTER ELEM	852	905	930	894	918	930	937	19
SILVERBROOK ELEM	733	750	785	801	800	779	768	(32)
TERRA-CENTRE ELEM	539	549	552	545	541	578	574	33
UNION MILL ELEM	812	789	983	1,000	981	938	923	(58)
WEST SPRINGFIELD ELEM	476	478	462	488	490	517	496	6
WHITE OAKS ELEM	733	800	827	840	816	857	863	47
ES Total	18,621	18,723	18,902	19,021	19,128	19,134	19,013	(115)
MS								
BURKE SCHOOL	93	80	82	73	87	58	87	0
IRVING MIDDLE	987	1,006	969	907	899	980	1,042	143
LAKE BRADDOCK MIDDLE	1,451	1,412	1,387	1,384	1,429	1,382	1,409	(20)
LIBERTY MIDDLE	1,112	1,115	1,110	1,092	1,097	1,087	1,087	(10)
ROBINSON MIDDLE	1,145	1,202	1,218	1,168	1,164	1,210	1,197	33
SOUTH COUNTY MIDDLE	901	1,046	1,096	1,061	1,053	1,037	1,053	0
MS Total	5,689	5,861	5,862	5,685	5,729	5,754	5,875	146
HS								
CENTREVILLE HIGH	2,324	2,381	2,392	2,430	2,425	2,462	2,483	58
LAKE BRADDOCK HIGH	2,558	2,583	2,644	2,644	2,706	2,749	2,741	35
MOUNTAIN VIEW SCHOOL	289	300	281	238	311	259	301	(10)
ROBINSON HIGH	2,721	2,692	2,717	2,789	2,663	2,664	2,669	6
SOUTH COUNTY HIGH	1,981	2,013	2,078	2,106	2,160	2,177	2,151	(9)
WEST SPRINGFIELD HIGH	2,289	2,267	2,255	2,230	2,137	2,200	2,125	(12)
HS Total	12,162	12,236	12,367	12,437	12,402	12,511	12,470	68
4 Total	36,472	36,820	37,131	37,143	37,259	37,399	37,358	99

FY 2017 School Enrollment

Region	FY 2012	FY 2013	FY 2014	FY 2015	FY16		FY17	
School Level	Actual	Actual	Actual	Actual	Approved	FY16 Actual	Approved	Change in
School Name	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Projected
								Projected
								Enrollment
5								
ES								
BROOKFIELD ELEM	813	839	809	843	848	851	853	5
CANTERBURY WOODS ELEM	664	682	737	756	751	758	737	(14)
COATES ELEM	717	780	810	792	800	765	752	(48)
CUB RUN ELEM	625	666	610	599	596	592	582	(14)
DANIELS RUN ELEM	765	748	773	746	724	725	689	(35)
DEER PARK ELEM	712	674	677	694	679	687	652	(27)
EAGLE VIEW ELEM	862	928	710	711	717	698	708	(9)
FAIRFAX VILLA ELEM	433	456	598	631	631	643	648	17
FLORIS ELEM	720	703	703	698	694	687	677	(17)
GREENBRIAR EAST ELEM	803	868	1,007	1,009	1,101	1,000	987	(114)
GREENBRIAR WEST ELEM	931	993	1,063	1,137	1,107	1,008	901	(206)
LEES CORNER ELEM	731	741	742	724	749	758	789	40
LITTLE RUN ELEM	345	350	359	348	338	338	328	(10)
LONDON TOWNE ELEM	901	911	910	899	902	898	906	4
MANTUA ELEM	923	955	975	960	964	961	954	(10)
MCNAIR ELEM	835	974	1,090	1,235	1,377	1,285	1,363	(14)
OAK HILL ELEM	831	858	882	903	888	902	875	(13)
OLDE CREEK ELEM	439	445	439	439	447	438	413	(34)
POPLAR TREE ELEM	672	630	630	593	598	651	688	90
PROVIDENCE ELEM	932	931	937	935	961	960	1,005	44
VIRGINIA RUN ELEM	762	780	782	732	707	710	690	(17)
WAKEFIELD FOREST ELEM	480	480	517	544	562	576	585	23
WILLOW SPRINGS ELEM	873	979	997	985	920	931	892	(28)
ES Total	16,769	17,371	17,757	17,913	18,061	17,822	17,674	(387)
MS								
FRANKLIN MIDDLE	848	839	853	832	836	860	896	60
FROST MIDDLE	1,024	1,078	1,104	1,101	1,163	1,139	1,178	15
LANIER MIDDLE	1,161	1,238	1,162	1,082	1,041	994	974	(67)
ROCKY RUN MIDDLE	998	1,017	1,098	1,140	1,169	1,165	1,246	77
STONE MIDDLE	853	815	817	838	816	798	751	(65)
MS Total	4,884	4,987	5,034	4,993	5,025	4,956	5,045	20
HS								
CHANTILLY HIGH	2,640	2,636	2,693	2,691	2,697	2,690	2,757	60
FAIRFAX HIGH	2,634	2,655	2,609	2,579	2,453	2,399	2,374	(79)
WESTFIELD HIGH	2,787	2,764	2,729	2,671	2,657	2,595	2,562	(95)
WOODSON HIGH	2,098	2,207	2,222	2,365	2,432	2,430	2,423	(9)
HS Total	10,159	10,262	10,253	10,306	10,239	10,114	10,116	(123)
5 Total	31,812	32,620	33,044	33,212	33,325	32,892	32,835	(490)
OTHER SERVICE SITES	1,894	2,050	1,993	1,905	2,196	1,869	2,119	(77)
Grand Total	177,918	181,259	183,895	185,914	188,545	185,979	186,842	(1,703)

Elementary School Staffing Standards (K-6)

Position	FY 2016 Approved Budget			FY 2017 Approved Budget			State Accreditation Staffing		
	Contract Length (Days)	Personnel	Criteria	Contract Length (Days)	Personnel	Criteria	Personnel	Criteria	
Principal	260	1.0	Per school	260	1.0	Per school	0.5 1.0	299 or fewer students 300 or more students	
Assistant Principal	219	1.0 2.0	per school 950 or more students or at least 76 classroom teacher/instructional assistant positions.	219	1.0 2.0	per school 950 or more students or at least 76 classroom teacher/instructional assistant positions.	0.5 1.0	600 – 899 students 900 or more students	
Classroom Teacher Kindergarten	194	1.0	Per 26.75 students and additional factor for students eligible for free and reduced-price meals. Maximum class size of 28 with assistant excluding special education Level 2.	194	1.0	Per 26.75 students and additional factor for students eligible for free and reduced-price meals and ESOL. Recommended maximum class size of 30 excluding special education Level 2 and centers.	1.0	Licensed instructional personnel are to be assigned in such a way as to result in a divisionwide ratio of pupils in average daily membership (ADM) to full-time equivalent (FTE) teaching positions in grades K-6 which is not greater than the following (excluding special education teachers, principals, assistant principals, counselors, and librarians): 24:1 in kindergarten with no class larger than 29. (If ADM in any kindergarten class exceeds 24, a full-time teacher's aide must be assigned), 24:1 in grades 1-3 with no class larger than 30 students, 25:1 in grades 4-6 with no class larger than 35 students, 24:1 in English classes in grades 6-12.	
Grades 1-6	194	1.0	Per 26.75 students, additional factors for students eligible for free and reduced-price meals and ESOL. Recommended maximum class size of 30 excluding special education Level 2 and centers.	194	1.0	Per 26.75 students, additional factors for students eligible for free and reduced-price meals and ESOL. Recommended maximum class size of 30 excluding special education Level 2 and centers.			
Weighted Formulas			The staffing formula adds the special education Level 2 and center enrollment. Additional staffing is provided for students eligible for free and reduced-price meals as of October 31 of the prior school year, and ESOL students.			The staffing formula adds the special education Level 2 and center enrollment. Additional staffing is provided for students eligible for free and reduced-price meals as of October 31 of the prior school year, and ESOL students.			
			Free and Reduced-Price Meals (Grades K-6)			Free and Reduced-Price Meals (Grades K-6)			
			Percent of Eligible Students			Percent of Eligible Students			
			Less than 20%			Less than 20%			
			20% to less than 30%			20% to less than 30%			
			30% to less than 40%			30% to less than 40%			
			40% and above			40% and above			
			ESOL weighted factor (Grades 1-6)			ESOL weighted factor (Grades 1-6)			
			Number of students by level			Number of students by level			
			.50 for 1 & 2 ESOL students			.50 for 1 & 2 ESOL students			
			.45 for 3 & 4 ESOL students			.45 for 3 & 4 ESOL students			
Program Ratio K-3 Initiative			43 schools are designated with a maximum class size of 19, 20, 21, 22, 23, or 24 to meet the state's K-3 Initiative.			47 schools are designated with a maximum class size of 19, 20, 21, 22, 23, or 24 to meet the state's K-3 Initiative.		Schools are designated with a maximum class cap for K-3 based on students eligible for free meals.	
Advanced Academic Center	194	1.0	Per 26.75 students (Grades 3-6)	194	1.0	Per 26.75 students (Grades 3-6)		See classroom teacher.	
Librarian	194	1.0 2.0	Per school When an elementary school's enrollment reaches 1,050 students.	194	1.0 2.0	Per school When an elementary school's enrollment reaches 1,050 students.		Part-time 1.0 300 or more students	
Psychologist and Social Worker	Various	1.0	2,325 points per psychologist and 2,360 points per social worker. Points are generated for each school based on: school level, free and reduced-price meals eligibility, ESOL eligibility, and special education services.	Various	1.0	2,325 points per psychologist and 2,360 points per social worker. Points are generated for each school based on: school level, free and reduced-price meals eligibility, ESOL eligibility, and special education services.		Standards of Quality do not mandate a ratio; however, related services must be provided.	

Elementary School Staffing Standards (K-6)

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing Standards	
	Contract Length (Days)	Fairfax County School Board Staffing Standards Personnel	Contract Length (Days)	Fairfax County School Board Staffing Standards Personnel	Personnel	Criteria
General Music/Physical Education/Art/World Languages	194	1.0 For an elementary school with an existing (FY 2015 or before) FLES program, one teacher is allocated for each 6.4 teachers assigned to general education K-6, advanced academic centers, and special education Category B plus the school receives a separate FLES allocation. One for each 5.7 for all other elementary schools.	194	1.0 For an elementary school with an existing (FY 2015 or before) FLES program, one teacher is allocated for each 6.4 teachers assigned to general education K-6, advanced academic centers, and special education Category B plus the school receives a separate FLES allocation. One for each 5.7 for all other elementary schools.	Divisionwide, local school board shall employ 1.0 position per 1,000 students in grades kindergarten through 5 to serve as elementary resource teachers in art, music, and physical education.	
Office Personnel	Various	1.0 For every 10.75 professional positions assigned to a school. Professional positions include the following teachers: kindergarten, grades 1-6, Category A & B special education, advanced academic, FECEP, preschool, Magnet, Title I, ESOL, Time-to-Teach (TTT), reading, speech and language, along with elementary school counselors, librarians, assistant principals, and principals.	Various	1.0 For every 10.75 professional positions assigned to a school. Professional positions include the following teachers: kindergarten, grades 1-6, Category A & B special education, advanced academic, FECEP, preschool, Magnet, Title I, ESOL, Time-to-Teach (TTT), reading, speech and language, along with elementary school counselors, librarians, assistant principals, and principals.	Part-time 1.0 299 or fewer students 300 or more students	
School-Based Technology Specialist (SBTS)	219	0.5 Per school 1.0 555 students or more per school.	219	0.5 Per school 1.0 555 students or more per school.	Divisionwide, local school board shall employ 1.0 position per 1,000 students in grades kindergarten through 12 to serve as an instructional technology resource teacher.	
Technology Support Specialist (TSSpec)	260	0.5 Per school	260	0.5 Per school	Divisionwide, local school board shall employ 1.0 position per 1,000 students in grades kindergarten through 12 to provide technology support.	
Custodian	260	2.5-11.0 Per school Number is based on a formula that considers student enrollment; square footage of the permanent building, modular buildings, and instructional trailers; specified teaching positions; and community use of facilities.	260	2.5-11.0 Per school Number is based on a formula that considers student enrollment; square footage of the permanent building, modular buildings, and instructional trailers; specified teaching positions; and community use of facilities.	The school plant and grounds shall be kept safe and clean. Custodial services shall be available as necessary for health and safety. Students and staff share in responsibility for care of buildings and grounds.	
School Counselor	194	1.0 550 students or fewer per school 1.5 551-800 students 2.0 801-1,050 students 2.5 1,051-1,300 students 3.0 1,301-1,550 students	194	1.0 550 students or fewer per school 1.5 551-800 students 2.0 801-1,050 students 2.5 1,051-1,300 students 3.0 1,301-1,550 students	1.0 500 or more students, per 100 students or major fraction thereof, one hour of elementary counseling is to be provided. The counselor shall have proper certification and endorsement.	
English for Speakers of Other Languages (ESOL) Teacher	194	See Classroom Teacher	194	See Classroom Teacher	Federal and state guidelines mandate instructional support in English for limited English proficient students.	

Elementary School Staffing Standards (K-6)

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing	
	Contract Length (Days)	Personnel	Contract Length (Days)	Personnel	Personnel	Criteria
	Changes From the Previous Year are Highlighted					
Advanced Academic Resource Teacher	194	0.4 -600 students 0.5 600+ students 1.0 Schools with the highest risk indices	194	0.4 -600 students 0.5 600+ students 1.0 Schools with the highest risk indices	Standards of Quality require that students identified as gifted have instructional programs taught by teachers with special training or experience in working with gifted students.	
Instrumental Band Teacher	194	Assigned according to enrollment in the program.	194	Assigned according to enrollment in the program.	Standards of Quality do not mandate a ratio.	
Instrumental String Teacher	194	Assigned according to enrollment in the program.	194	Assigned according to enrollment in the program.	Standards of Quality do not mandate a ratio.	
Reading Teacher	194	1.0 999 or fewer students per school 2.0 1,000 or more students	194	1.0 999 or fewer students per school 2.0 1,000 or more students	Standards of Quality require that students who are unable to read the materials necessary for instruction shall receive additional instruction in reading.	
Title I Teacher	194	Assigned to Title I schools that are selected according to the percentage of students from low-income families. Students in those schools receive supplemental services based on academic and special assistance needs.	194	Assigned to Title I schools that are selected according to the percentage of students from low-income families. Students in those schools receive supplemental services based on academic and special assistance needs.	No state standards. The Fairfax County School Board staffs this program in accordance with federal guidelines.	
Instructional Assistant	190	1.0 649 students or fewer per school 2.0 650-849 students 3.0 850 or more students	190	1.0 649 students or fewer per school 2.0 650-849 students 3.0 850 or more students	Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Dining Room Assistant		Enrollment		Enrollment		
		399 or less		399 or less		
		\$4,714		\$4,761		
		\$5,893		\$5,952		
		\$7,072		\$7,142		
		\$8,250		\$8,333		
		\$9,429		\$9,523		
		\$10,607		\$10,713		
		\$11,786		\$11,904		
		Hours		Hours		
		2.0		2.0		
		2.5		2.5		
		3.0		3.0		
		3.5		3.5		
		4.0		4.0		
		4.5		4.5		
		5.0		5.0		

¹ The hours refer to the approximate number of hours per day that the allocation will provide.

Middle School Staffing Standards (7-8)

Position	FY 2016 Approved Budget			FY 2017 Approved Budget			State Accreditation Staffing		
	Contract Length (Days)	Personnel	Criteria	Contract Length (Days)	Personnel	Criteria	Personnel	Criteria	Criteria
Principal	260	1.0	Per school	260	1.0	Per school	1.0	Per school (must be employed on a 12-month basis).	
Assistant Principal	219	2.0	Per school	219	2.0	Per school	1.0	600 – 1,199 students 2.0 1,200 – 1,799 students 3.0 1,800 – 2,399 students 4.0 2,400 – 2,999 students	
Director of Student Services	260	1.0	Per school	260	1.0	Per school	At least one position must be an 11-month contract.		
School Counselor	208 / 203	1.0	320 students (ceiling)	208 / 203	1.0	320 students (ceiling)	1.0	For the first 400 students. One period of counseling is to be provided for each additional 80 students or major fraction thereof.	
Student Services Assistant			Includes students in special education Level 2 See Office Personnel Staffing			Includes students in special education Level 2 See Office Personnel Staffing		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Librarian	198 / 194	1.0 2.0	999 or fewer students 1,000 or more students	198 / 194	1.0 2.0	999 or fewer students 1,000 or more students	0.50 299 or fewer students 1.00 300 to 999 students 2.00 1,000 or more students		
After-School Specialist	260	1.0	per school	260	1.0	per school		A library administrative assistant position shall be provided when enrollment reaches 750 students. Staffing not specified.	
Classroom Teacher / Career and Technical Education Teacher	194 / Various	Core and Noncore Classes	General education enrollment times 7 (class periods) divided by 137.0 (Maximum Teacher Load).	194 / Various	Core and Noncore Classes	General education enrollment times 7 (class periods) divided by 137.0 (Maximum Teacher Load).		Middle level school teachers with a seven-period day may teach 30 class periods per week, provided all teachers with more than 25 class periods per week have one period per day unencumbered of any teaching and/or supervisory duties for instructional planning.	
		Inclusive Practice Classes	Special Education Level 2 and ED center enrollment times 3 (approximate class periods) divided by 137.0 (Maximum Teacher Load).		Inclusive Practice Classes	Special Education Level 2 and ED center enrollment times 3 (approximate class periods) divided by 137.0 (Maximum Teacher Load).		Middle level school teachers shall teach no more than 750 student periods per week; however, physical education and music teachers may teach 1,000 student periods per week. Teachers of block programs with no more than 120 student periods per day may teach 30 class periods per week.	
		Weighted Factors	<i>Free and Reduced-Price Meals</i> Weighted number of students based on the percentages below + 137.0		Weighted Factors	<i>Free and Reduced-Price Meals</i> Weighted number of students based on the percentages below + 137.0		If a classroom teacher teaches 30 class periods per week with more than 75 student periods per day, an appropriate contractual arrangement and compensation must be provided. In English classes in grades 6-12, the number of students per teacher divisionwide shall not exceed the number required by the Standards of Quality, 24-1, or 120 students per day.	
		Percent of Eligible Students	Weight		Percent of Eligible Students	Weight			
		Less than 20%	0.00		Less than 20%	0.00			
		20% to less than 30%	0.40		20% to less than 30%	0.40			
		30% to less than 40%	0.80		30% to less than 40%	0.80			
		40% to less than 45%	1.20		40% to less than 45%	1.20			
		45% to less than 50%	1.40		45% to less than 50%	1.40			
		50% to less than 55%	1.60		50% to less than 55%	1.60			
		55% to less than 60%	1.80		55% to less than 60%	1.80			
		60% and above	2.00		60% and above	2.00			

Middle School Staffing Standards (7-8)

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing	
	Contract Length (Days)	Personnel	Contract Length (Days)	Personnel	Personnel	Criteria
Teachers (continued)						
	Changes From the Previous Year are Highlighted					
	<p>ESOL</p> <p>Number of students by Level</p> <p>1 & 2 x 2</p> <p>3 actual students</p> <p>4 + 2</p> <p>Total students by Level x 5 periods = 137.0</p> <p>Minimum allocation of 2.0</p>	<p>260 Middle administrative assistant II</p> <p>260 Student Services Assistant</p> <p>260 Financial technician III</p> <p>199 Office assistant</p>	<p>ESOL</p> <p>Number of students by Level</p> <p>1 & 2 x 2</p> <p>3 actual students</p> <p>4 + 2</p> <p>Total students by Level x 5 periods = 137.0</p> <p>Minimum allocation of 2.0</p>	<p>260 Middle administrative assistant II</p> <p>260 Student Services Assistant</p> <p>260 Financial technician III</p> <p>199 Office assistant</p>	<p>1.0 589 or fewer students</p> <p>One full-time additional office assistant position shall be provided for each additional 600 students beyond 200 students and one full-time position for the library at 750 students.</p>	
Office Personnel	<p>260 Middle administrative assistant II</p> <p>260 Student Services Assistant</p> <p>260 Financial technician III</p> <p>199 Office assistant</p> <p>Schools are provided funding for 145 days of part-time office assistance.</p> <p>Additional office assistant positions are added when student enrollment meets the following requirements:</p> <p>+0.5 1,215 – 1,349 students</p> <p>+1.0 1,350 – 1,484 students</p> <p>+1.5 1,485 or more students</p>	<p>260 Middle administrative assistant II</p> <p>260 Student Services Assistant</p> <p>260 Financial technician III</p> <p>199 Office assistant</p> <p>Schools are provided funding for 145 days of part-time office assistance.</p> <p>Additional office assistant positions are added when student enrollment meets the following requirements:</p> <p>+0.5 1,215 – 1,349 students</p> <p>+1.0 1,350 – 1,484 students</p> <p>+1.5 1,485 or more students</p>	<p>260 Middle administrative assistant II</p> <p>260 Student Services Assistant</p> <p>260 Financial technician III</p> <p>199 Office assistant</p> <p>Schools are provided funding for 145 days of part-time office assistance.</p> <p>Additional office assistant positions are added when student enrollment meets the following requirements:</p> <p>+0.5 1,215 – 1,349 students</p> <p>+1.0 1,350 – 1,484 students</p> <p>+1.5 1,485 or more students</p>	<p>260 Middle administrative assistant II</p> <p>260 Student Services Assistant</p> <p>260 Financial technician III</p> <p>199 Office assistant</p> <p>Schools are provided funding for 145 days of part-time office assistance.</p> <p>Additional office assistant positions are added when student enrollment meets the following requirements:</p> <p>+0.5 1,215 – 1,349 students</p> <p>+1.0 1,350 – 1,484 students</p> <p>+1.5 1,485 or more students</p>	<p>1.0 589 or fewer students</p> <p>One full-time additional office assistant position shall be provided for each additional 600 students beyond 200 students and one full-time position for the library at 750 students.</p>	
School-Based Technology Specialist (SBTS)	219 Per school	1.0 Per school	219 Per school	1.0 Per school	Divisionwide, local school board shall employ 1.0 position per 1,000 students in grades kindergarten through 12 to serve as an instructional technology resource teacher.	
Technology Support Specialist (TSSpec)	260 Per school	1.0 Per school	260 Per school	1.0 Per school	Divisionwide, local school board shall employ 1.0 position per 1,000 students in grades kindergarten through 12 to provide technology support.	
Custodian	260 Per school <p>The square footage component of the formula was adjusted to reflect an increase in the square feet per custodian.</p> <p>Number is based on a formula that considers student enrollment; square footage of the permanent building, modular buildings, and instructional trailers; specified teaching positions; and community use of facilities.</p>	5.5 -11.0 Per school	260 Per school <p>The square footage component of the formula was adjusted to reflect an increase in the square feet per custodian.</p> <p>Number is based on a formula that considers student enrollment; square footage of the permanent building, modular buildings, and instructional trailers; specified teaching positions; and community use of facilities.</p>	5.5 -11.0 Per school	The school plant and grounds shall be kept safe and clean. Custodial services shall be available as necessary for health and safety.	
English for Speakers of Other Languages (ESOL) Teacher	See Classroom Teacher	See Classroom Teacher	See Classroom Teacher	See Classroom Teacher	Federal guidelines mandate instructional support services in English for limited English proficient students.	
Instrumental String Teacher	194 Assigned according to enrollment in the program.	194 Assigned according to enrollment in the program.	194 Assigned according to enrollment in the program.	194 Assigned according to enrollment in the program.	Standards of Quality do not mandate a ratio.	
Instrumental Band Teacher	194 Band teachers are assigned from a school's regular ratio positions.	194 Band teachers are assigned from a school's regular ratio positions.	194 Band teachers are assigned from a school's regular ratio positions.	194 Band teachers are assigned from a school's regular ratio positions.	Standards of Quality do not mandate a ratio.	

Middle School Staffing Standards (7-8)

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing	
	Contract Length (Days)	Personnel	Contract Length (Days)	Personnel	Personnel	Criteria
Reading Teacher	194	1.0 Per school Glasgow and Sandburg Middle Schools receive 2.0 reading teachers.	194	1.0 Per school Glasgow and Sandburg Middle Schools receive 2.0 reading teachers.	Standards of Quality require that students who are unable to read the materials necessary for instruction shall receive additional instruction in reading.	
Title I Teacher	194	Assigned to schools that are selected according to percentage of students from low-income families. Students in those schools receive supplemental services based on academic and special assistance needs. There are currently no Title I middle schools.	194	Assigned to schools that are selected according to percentage of students from low-income families. Students in those schools receive supplemental services based on academic and special assistance needs. There are currently no Title I middle schools.	No state standards. The Fairfax County School Board staffs this program in accordance with federal guidelines.	
Psychologist and Social Worker	Various	1.0 2,325 points per psychologist and 2,360 points per social worker. Points are generated for each school based on: school level, free and reduced-price meals eligibility, ESOL eligibility, and special education services.	Various	1.0 2,325 points per psychologist and 2,360 points per social worker. Points are generated for each school based on: school level, free and reduced-price meals eligibility, ESOL eligibility, and special education services.	Standards of Quality do not mandate a ratio; however, related services must be provided.	
Safety and Security Assistant	187	1.0 Per school	187	1.0 Per school	Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	

Changes From the Previous Year are Highlighted

High School Staffing Standards (9-12)

Position	FY 2016 Approved Budget			FY 2017 Approved Budget			State Accreditation Staffing		
	Contract Length (Days)	Fairfax County School Board Staffing Standards	Criteria	Contract Length (Days)	Fairfax County School Board Staffing Standards	Criteria	Personnel	State Accreditation Staffing Standards	Criteria
Principal	260	Per school	1.0	260	Per school	1.0	1.0	Per school (must be employed on a 12-month basis).	
Assistant Principal	260 / 219	1,999 or fewer students 2,000 - 2,599	3.0 4.0	260 / 219	1,999 or fewer students 2,000 - 2,599	3.0 4.0	1.0 2.0	600 – 1,199 students 1,200 – 1,799 students	
		2,600 or more students	5.0		2,600 or more students	5.0	3.0	1,800 – 2,399 students	
		Secondary schools also receive 1.0 associate principal. Beginning in FY 2015, when assistant principals are promoted from AP I to AP II, they will remain on a 219-day contract.			Secondary schools also receive 1.0 associate principal. Beginning in FY 2015, when assistant principals are promoted from AP I to AP II, they will remain on a 219-day contract.		4.0	2,400 – 2,999 students	
Academy Administrator	260	Academies with four or more nonratio vocational teaching positions.	1.0	260	Academies with four or more nonratio vocational teaching positions.	1.0		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Director of Student Activities	260	Per school	1.0	260	Per school	1.0		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Department Chairperson	194	Thomas Jefferson High School for Science and Technology receives 2.7 positions.		194	Thomas Jefferson High School for Science and Technology receives 2.7 positions.			Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Director of Student Services	260	Per school	1.0	260	Per school	1.0		At least one position must be an 11-month contract.	
School Counselor	203	290 students (ceiling)	1.0	203	290 students (ceiling)	1.0	1.0	For the first 350 students. One period of counseling is to be provided for each additional 70 students or major fraction thereof.	
		Includes students in special education Level 2			Includes students in special education Level 2				
Career Center Specialist	193	Per school	1.0	193	Per school	1.0		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Assistant Student Activities Director	194	Per school	0.5	194	Per school	0.5		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Head Librarian	203	Per School	1.0	203	Per School	1.0		0.5	299 or fewer students
Librarian	194	Per School	1.0	194	Per School	1.0		1.0	300 – 999 students
		Principal assigns office support to the library from the school's clerical allocation.			Principal assigns office support to the library from the school's clerical allocation.			2.0	1,000 or more students
Safety and Security Specialist	194	Per school	1.0	194	Per school	1.0			A library administrative assistant position shall be provided when enrollment reaches 750 students.
		In addition, one community liaison is provided to Fairfax High School.			In addition, one community liaison is provided to Fairfax High School.				Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.

High School Staffing Standards (9-12)

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing	
	Contract Length (Days)	Personnel	Contract Length (Days)	Personnel	Personnel	Criteria
Classroom Teacher, Career and Technical Education (CTE) Teacher, Band Director	Changes From the Previous Year are Highlighted					
	194/Various Core Classes	General education enrollment times 6 (class periods) divided by 152.5 (Regular Maximum Teacher Load). Special needs staffing redirected to the high school needs-based funding pool.	194/Various Core Classes	General education enrollment times 6 (class periods) divided by 152.5 (Regular Maximum Teacher Load). Special needs staffing redirected to the high school needs-based funding pool.	Secondary school teachers shall teach no more than 750 students per week; however, physical education and music teachers may teach 1,000 students per week.	
	English Classes General education enrollment divided by 120 (Regular Maximum Teacher Load).	English Classes General education enrollment divided by 120 (Regular Maximum Teacher Load).	English Classes General education enrollment divided by 120 (Regular Maximum Teacher Load).	English Classes General education enrollment divided by 120 (Regular Maximum Teacher Load).	The classroom teacher's standard load shall be no more than 25 class periods per week. One class period each day, unencumbered by supervisory or teaching duties, shall be provided for every full-time classroom teacher with no more than 120 students per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed 75 student periods per day. If a classroom teacher teaches 30 class periods per week with more than 75 student periods per day (120 in block programs), an appropriate contractual arrangement and compensation must be provided. In English classes in grades 6-12, the number of students per teacher divisionwide shall not exceed the number required by the Standards of Quality, 24:1, or 120 students per day.	
	Inclusive Practice Classes Special Education Level 2 and ED center enrollment times 4 (approximate class periods) divided by 152.5 (Regular Maximum Teacher Load).	Inclusive Practice Classes Special Education Level 2 and ED center enrollment times 4 (approximate class periods) divided by 152.5 (Regular Maximum Teacher Load).	Inclusive Practice Classes Special Education Level 2 and ED center enrollment times 4 (approximate class periods) divided by 152.5 (Regular Maximum Teacher Load).	Inclusive Practice Classes Special Education Level 2 and ED center enrollment times 4 (approximate class periods) divided by 152.5 (Regular Maximum Teacher Load).		
	Thomas Jefferson General education enrollment times 6 (class periods) divided by 143.4 (Regular Maximum Teacher Load).	Thomas Jefferson General education enrollment times 6 (class periods) divided by 143.4 (Regular Maximum Teacher Load).	Thomas Jefferson General education enrollment times 6 (class periods) divided by 143.4 (Regular Maximum Teacher Load).	Thomas Jefferson General education enrollment times 6 (class periods) divided by 143.4 (Regular Maximum Teacher Load).		
	Weighted Factors <i>Free and Reduced-Price Meals</i> Weighted number of students based on the percentages below + 152.5	Weighted Factors <i>Free and Reduced-Price Meals</i> Weighted number of students based on the percentages below + 152.5	Weighted Factors <i>Free and Reduced-Price Meals</i> Weighted number of students based on the percentages below + 152.5	Weighted Factors <i>Free and Reduced-Price Meals</i> Weighted number of students based on the percentages below + 152.5		
	Percent of Eligible Students	Percent of Eligible Students	Percent of Eligible Students	Percent of Eligible Students		
	Weight	Weight	Weight	Weight		
	Less than 20%	0.00	Less than 20%	0.00		
	20% to less than 30%	0.40	20% to less than 30%	0.40		
	30% to less than 40%	0.80	30% to less than 40%	0.80		
	40% to less than 45%	1.20	40% to less than 45%	1.20		
	45% to less than 50%	1.40	45% to less than 50%	1.40		
	50% to less than 55%	1.60	50% to less than 55%	1.60		
	55% to less than 60%	1.80	55% to less than 60%	1.80		
	60% and above	2.00	60% and above	2.00		
	Other All high schools except Thomas Jefferson High School for Science and Technology receive an additional 1.0 teacher position to meet the core SOL classroom size of 28 excluding honors and AP courses.	Other All high schools except Thomas Jefferson High School for Science and Technology receive an additional 1.0 teacher position to meet the core SOL classroom size of 28 excluding honors and AP courses.	Other All high schools except Thomas Jefferson High School for Science and Technology receive an additional 1.0 teacher position to meet the core SOL classroom size of 28 excluding honors and AP courses.	Other All high schools except Thomas Jefferson High School for Science and Technology receive an additional 1.0 teacher position to meet the core SOL classroom size of 28 excluding honors and AP courses.		
Academy Teacher	194/Various Academy courses are staffed on an average ratio of 20:1.	194/Various Academy courses are staffed on an average ratio of 20:1.	194/Various Academy courses are staffed on an average ratio of 20:1.	194/Various Academy courses are staffed on an average ratio of 20:1.	Same as classroom teacher.	
Assessment Coach	194 / 208 1.0 Per school Beginning in FY 2015, all new assessment coaches will be hired on a 194-day contract.	194 / 208 1.0 Per school Beginning in FY 2015, all new assessment coaches will be hired on a 194-day contract.	194 / 208 1.0 Per school Beginning in FY 2015, all new assessment coaches will be hired on a 194-day contract.	194 / 208 1.0 Per school Beginning in FY 2015, all new assessment coaches will be hired on a 194-day contract.	Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	
Certified Athletic Trainer	219 1.0 Per school	219 1.0 Per school	219 1.0 Per school	219 1.0 Per school	Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.	

High School Staffing Standards (9-12)

Position	FY 2016 Approved Budget			FY 2017 Approved Budget			State Accreditation Staffing		
	Contract Length (Days)	Personnel	Criteria	Contract Length (Days)	Personnel	Criteria	Personnel	Criteria	Criteria
School-Based Technology Specialist (SBTS)	219	1.0	Per school	219	1.0	Per school	Divisionwide, local school board shall employ 1.0 position per 1,000 students in grades kindergarten through 12 to serve as an instructional technology resource teacher.	1.0	599 or fewer students
Technology Support Specialist (TSSpec)	260	1.0	Per school	260	1.0	Per school	Divisionwide, local school board shall employ 1.0 position per 1,000 students in grades kindergarten through 12 to provide technology support.	1.0	One full-time additional office assistant position shall be provided for each additional 600 students beyond 200 additional students.
Office Personnel	260	1.0	Student services assistant	260	1.0	Student services assistant	1.0	599 or fewer students	Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.
	260	1.0	Administrative assistant III	260	1.0	Administrative assistant III	One full-time additional office assistant position shall be provided for each additional 600 students beyond 200 additional students.		
	260	1.0	Student information assistant III/IV	260	1.0	Student information assistant III/IV			
	219	1.0	Student activities administrative assistant	219	1.0	Student activities administrative assistant			
	260	1.0	Finance technician II/III/IV	260	1.0	Finance technician II/III/IV			
	199/219	3.0	Office assistant/Administrative assistant ¹	199/219	3.0	Office assistant/Administrative assistant ¹			
	199	0.5	Student services office assistant	199	0.5	Student services office assistant			
	199		Additional position(s) are added when student enrollment meets the following requirements: +0.5 1,951 – 2,250 students +1.0 2,251 – 2,550 students +1.5 2,551 – 2,810 students	199		Additional position(s) are added when student enrollment meets the following requirements: +0.5 1,951 – 2,250 students +1.0 2,251 – 2,550 students +1.5 2,551 – 2,810 students			
			Principal assigns office support to the library from the school's clerical allocation.			Principal assigns office support to the library from the school's clerical allocation.			
			¹ Phase-in of reclassifications; the position count will vary. Subschool configurations (Chantilly, Centreville, Edison, Mount Vernon, South Lakes, and Westfield) and secondary schools (Hayfield, Lake Braddock, and Robinson) receive the following position allocations:			¹ Phase-in of reclassifications; the position count will vary. Subschool configurations (Chantilly, Centreville, Edison, Mount Vernon, South Lakes, and Westfield) and secondary schools (Hayfield, Lake Braddock, and Robinson) receive the following position allocations:			
	260	1.0	High/Secondary AA	260	1.0	High/Secondary AA			
	260	1.0	Student services AA	260	1.0	Student services AA			
	260	1.0	Student information assistant	260	1.0	Student information assistant			
	260	1.0	Finance technician II/III/IV	260	1.0	Finance technician II/III/IV			
	219	4.0	Subschool administrative assistant I	219	4.0	Subschool administrative assistant I			
	219	1.0	Student activities AA	219	1.0	Student activities AA			
	199	1.0	Office assistant (includes 0.5 for student services)	199	1.0	Office assistant (includes 0.5 for student services)			
			Schools with subschool configurations also receive additional position(s) when student enrollment meets the following requirements: +0.5 2,200 – 2,499 students +1.0 2,500 – 2,799 students +1.5 2,800 – 3,099 students			Schools with subschool configurations also receive additional position(s) when student enrollment meets the following requirements: +0.5 2,200 – 2,499 students +1.0 2,500 – 2,799 students +1.5 2,800 – 3,099 students			

High School Staffing Standards (9-12)

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing	
	Contract Length (Days)	Personnel	Contract Length (Days)	Personnel	Personnel	Criteria
Changes F from the Previous Year are Highlighted						
Custodian	260	14.5 – 24.0 Per school The square footage component of the formula was adjusted to reflect an increase in the square feet per custodian.	260	14.5 – 24.0 Per school The square footage component of the formula was adjusted to reflect an increase in the square feet per custodian.		Students and staff share responsibility for care of buildings. The school plant shall be kept safe and clean. Custodial services shall be available as necessary for health and safety.
English for Speakers of Other Languages (ESOL) Teacher	194	1.0 14.0 level 1 students 1.0 18.1 level 2 students 1.0 27.4 level 3 students 1.0 63.6 level 4 students Assigned according to enrollment in the program.	194	1.0 14.0 level 1 students 1.0 18.1 level 2 students 1.0 27.4 level 3 students 1.0 63.6 level 4 students Assigned according to enrollment in the program.		Federal and state guidelines mandate instructional support in English for limited English proficient students.
Instrumental String Music Teacher	194	Assigned according to enrollment in the program.	194	Assigned according to enrollment in the program.		Standards of Quality do not mandate a ratio; however, related services must be provided.
Instrumental Band Teacher	194	Assigned according to enrollment in the program.	194	Assigned according to enrollment in the program.		Standards of Quality do not mandate a ratio.
Reading Teacher	194	1.0 Per school Thomas Jefferson High School for Science and Technology does not receive a position.	194	1.0 Per school Thomas Jefferson High School for Science and Technology does not receive a position.		Standards of Quality require that students who are unable to read the materials necessary for instruction shall receive additional instruction.
Systems of Support Teacher	208	1.0 Per school Thomas Jefferson High School for Science and Technology receives a 0.5 position.	208	1.0 Per school Thomas Jefferson High School for Science and Technology receives a 0.5 position.		Standards of Quality do not mandate a ratio.
Laboratory Teacher	194	Thomas Jefferson High School for Science and Technology receives 15.0 positions.	194	Thomas Jefferson High School for Science and Technology receives 15.0 positions.		Standards of Quality do not mandate a ratio; however, related services must be provided.
Title I Teacher	194	Assigned to schools that are selected according to percentage of students from low-income families. Students in those schools receive supplemental services based on academic and special assistance needs. There are currently no Title I high schools.	194	Assigned to schools that are selected according to percentage of students from low-income families. Students in those schools receive supplemental services based on academic and special assistance needs. There are currently no Title I high schools.		No state standards. The Fairfax County Public School Board staffs this program in accordance with federal guidelines.
Psychologist and Social Worker	Various	1.0 2,325 points per psychologist and 2,360 points per social worker. Points are generated for each school based on: school level, free and reduced-price meals eligibility, ESOL eligibility, and special education services.	Various	1.0 2,325 points per psychologist and 2,360 points per social worker. Points are generated for each school based on: school level, free and reduced-price meals eligibility, ESOL eligibility, and special education services.		Standards of Quality do not mandate a ratio; however, related services must be provided.
Safety and Security Assistant	187	3.0 Per school Thomas Jefferson High School for Science and Technology receives 2.0 positions. Charlottesville, Woodson, and West Potomac High Schools receive 4.0 positions.	187	3.0 Per school Thomas Jefferson High School for Science and Technology receives 2.0 positions. Charlottesville, Woodson, and West Potomac High Schools receive 4.0 positions.		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.

Special Education Staffing Standards

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing Standards	
	Contract Length (Days)	Personnel	Contract Length (Days)	Personnel	Personnel	Criteria
Principal	260	1.0	260	1.0		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.
Secondary Special Education Assistant Principal	260	1.0	260	1.0		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.
Elementary Special Ed. Assistant Principal	219	1.0	219	1.0		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.
Office Personnel	Various		Various			Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.
ED Psychologists and Social Workers	Various		Various			The Virginia staffing standards do not specify this service.
Special Education Teachers and Assistants						Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.
Elementary Category A (Emotionally Disabled and Learning Disabled)	194/190		194/190			Level 1 students generate 1.0 point while Level 2 students generate 2.0 points (with assistant). One teacher for every 20.0 points. OR 1.0 24 Level 1 students 1.0 10 Level 2 students with assistant
Secondary Category A (Emotionally Disabled and Learning Disabled)	194/190		194/190			Level 1 students generate 1.0 point while Level 2 students generate 2.0 points (with assistant). One teacher for every 20.0 points. OR 1.0 24 Level 1 students 1.0 10 Level 2 students with assistant

Changes From the Previous Year are Highlighted

Per center for ID, IDS, emotionally disabled, Davis and Pulley Centers.

For Cedar Lane, Quander, Burke, Key and Kilmer Centers; for each secondary Comprehensive Emotional Disabilities Services Site (CEDSS); and for the Woodson Deaf/Hard-of-Hearing (DHOH) program.

Per elementary CEDSS and Camelot Elementary and Canterbury Woods (DHOH).

Level 1 ED services generate 0.5 of a point while Level 2 ED services generate 1.0 point. Sites with 5 or more points are allocated psychologists and social workers based on a ratio of 38 and 51 points, respectively, rounded to 0.1 FTE.

Category A has a minimum ratio of 11.5 students per teacher and Category B has a minimum ratio of 6.5 students per teacher. Schools at or below these ratios are not staffed with additional ratio-based positions in these categories except to meet the elementary ABA ratio.

Level 1 services generate 1.0 point while Level 2 services generate 2.6 points. One teacher for every 24.0 points. One assistant for every 24.0 Level 2 points.

Supplementary staffing of 4.0 FTE is provided to CEDSS.

Level 1 services generate 1.0 point while Level 2 services generate 2.8 points. One teacher for every 24.0 points. One assistant for every 54.0 (middle), or 84.0 (high) Level 2 points.

Supplementary staffing for secondary ED centers and CEDSS is provided based on the total level 2 points for ED services. A base allocation of 5.0 FTE is provided for middle school level sites and 5.0 FTE for high school level sites. Each 56 points generates an additional elective teacher beyond the base allocation.

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing	
	Contract Length (Days)	Fairfax County School Board Staffing Standards Personnel Criteria	Contract Length (Days)	Fairfax County School Board Staffing Standards Personnel Criteria	Personnel	Criteria
Elementary Category B (Autism, Intellectual Disabilities, Physical Disabilities, and Noncategorical)	194	Level 1 services generate 1.0 point while Level 2 services generate 3.8 points. One teacher for every 22.0 points.	194	Level 1 services generate 1.0 point while Level 2 services generate 3.8 points. One teacher for every 22.0 points.	Level 1 students generate 1.0 point while Level 2 students generate 2.0-2.5 points (dependent on disability, with assistant). One teacher for every 20.0 points.	
	190	Assistants are generated by adding all level 2 points and staffing for every 22.0 points. They are then split between IA and PHTA positions by allocating a PHTA for all PD, and 20 percent of NCE, and AUT points divided by 22. The remaining assistant positions are allocated as IA's.	190	Assistants are generated by adding all level 2 points and staffing for every 22.0 points. They are then split between IA and PHTA positions by allocating a PHTA for all PD, and 20 percent of NCE, and AUT points divided by 22. The remaining assistant positions are allocated as IA's.	1.0 OR 24 Level 1 students 1.0 8 Level 2 w/assistant (autism, multiple disabilities, intellectual disabilities) 1.0 10 Level 2 w/assistant (intellectual disabilities)	
	185	1.0 PHA for every 22.8 Level 2 IDS and PD points	185	1.0 PHA for every 22.8 Level 2 IDS and PD points		
Applied Behavior Analysis Instructional Assistant	190	Distributed to elementary schools such that there is always one autism staff member for every 2.25 Level 2 autism services.	190	Distributed to elementary schools such that there is always one autism staff member for every 2.25 Level 2 autism services.		The Virginia staffing standards do not specify this service.
	218	For every 13 ABA classrooms at the elementary school level. ABA classrooms include PAC and K-6. For staffing purposes a classroom is defined as 6 students receiving Level 2 autism services.	218	For every 13 ABA classrooms at the elementary school level. ABA classrooms include PAC and K-6. For staffing purposes a classroom is defined as 6 students receiving Level 2 autism services.		The Virginia staffing standards do not specify this service.
	194	Level 1 services generate 1.0 point while Level 2 services generate 3.8 points at middle or 3.5 points at high. One teacher for every 22.0 points.	194	Level 1 services generate 1.0 point while Level 2 services generate 3.8 points at middle or 3.5 points at high. One teacher for every 22.0 points.		Level 1 students generate 1.0 point while Level 2 students generate 2.0-2.5 points (dependent on disability, with assistant). One teacher for every 20.0 points.
Secondary Category B (Autism, Intellectual Disabilities, Physical Disabilities, and Career Center)	190	Category B Secondary IAs and PHTAs are staffed the same as for elementary Category B.	190	Category B Secondary IAs and PHTAs are staffed the same as for elementary Category B.		
	185	1.0 PHA for first Level 2 PD and/or IDS student. 2.0 PHAs for 2 or more Level 2 IDS and/or PD students up to 52.6 PD and IDS level 2 points. 1.0 PHA allocated for each additional 31.5 PD and IDS level 2 points.	185	1.0 PHA for first Level 2 PD and/or IDS student. 2.0 PHAs for 2 or more Level 2 IDS and/or PD students up to 52.6 PD and IDS level 2 points. 1.0 PHA allocated for each additional 31.5 PD and IDS level 2 points.	1.0 OR 24 Level 1 students 1.0 8 Level 2 w/assistant (autism, multiple disabilities, intellectual disabilities) 1.0 10 Level 2 w/assistant (intellectual disabilities)	
	194/190	8.5 students with assistant	194/190	8.5 students with assistant	1.0	10 students with assistant
Deaf/Hard-of-Hearing (DHOH) Level 2 Teacher	194	8.5 students with assistant	194	8.5 students with assistant		
	194	Sites with a Level 2 teacher for DHOH students also serve their Level 1 populations. They are included in the Level 2 staffing calculation but weighted to reflect the lower level of service.	194	Sites with a Level 2 teacher for DHOH students also serve their Level 1 populations. They are included in the Level 2 staffing calculation but weighted to reflect the lower level of service.	1.0	24 students
Level 1 Itinerant Teacher	194	18.5 students ¹	194	18.5 students ¹		The Virginia staffing standards do not specify this service.

¹ Teacher ratios are set to allow time for travel between schools.

Special Education Staffing Standards

Position	FY 2016 Approved Budget			FY 2017 Approved Budget			State Accreditation Staffing		
	Contract Length (Days)	Personnel	Criteria	Contract Length (Days)	Personnel	Criteria	Personnel	Criteria	Criteria
Changes From the Previous Year are Highlighted									
Preschool									
School-Based Teacher	194	1.0	8 students with assistant. Assistants are allocated for every 10 students but may serve a morning and afternoon class. In most cases teachers serve either morning or afternoon and work with 2 itinerant students during their non-classroom time.	194	1.0	8 students with assistant. Assistants are allocated for every 10 students but may serve a morning and afternoon class. In most cases teachers serve either morning or afternoon and work with 2 itinerant students during their non-classroom time.	1.0	8 students with assistant	
Resource Teacher Preschool Autism Class (PAC) Teacher	194 218	1.0 1.0	12 students 6 students with 2.0 assistants	194 218	1.0 1.0	12 students 6 students with 2.0 assistants	1.0	12 students The Virginia staffing standards do not specify this service.	
Speech and Language Impaired									
Level 1 School-Based	194	0.5	25 services at sites with 40 or more students with Autism, ID, IDS, Hearing, and Preschool Level 2 services. 34 services elsewhere.	194	0.5	25 services at sites with 40 or more students with Autism, ID, IDS, Hearing, and Preschool Level 2 services. 34 services elsewhere.	1.0	68 students	
Vision Impaired									
Level 2	194/190	1.0	8 students with assistant	194/190	1.0	8 students with assistant	1.0	8 students with assistant	
Level 1 Itinerant	194	1.0	13 students receiving either vision or orientation and mobility services ¹ ¹ Teacher ratios are set to allow time for travel between schools.	194	1.0	13 students receiving either vision or orientation and mobility services ¹ ¹ Teacher ratios are set to allow time for travel between schools.		The Virginia staffing standards do not specify this service.	
Related Services									
Adaptive Physical Education (APE) Elementary	194	0.2	Staffing is centrally managed 20 APE services at elementary sites with 20 or more APE services.	194	0.2	Staffing is centrally managed 20 APE services at elementary sites with 20 or more APE services.	1.0	20 APE services at elementary sites with 20 or more APE services.	
Secondary	194	0.17	9 APE services at secondary sites with 9 or more APE services.	194	0.17	9 APE services at secondary sites with 9 or more APE services.	0.17	9 APE services at secondary sites with 9 or more APE services.	
Center-Based	194	1.0	Assigned based on enrollment.	194	1.0	Assigned based on enrollment.	1.0	Assigned based on enrollment.	
Itinerant	194	0.5	11.5 APE services	194	0.5	11.5 APE services	0.5	11.5 APE services	
Career and Transition									
School-Based	Various	1.0	34 services	Various	1.0	34 services	1.0	34 services	
Career Academies	Various	1.0	57 services	Various	1.0	57 services	1.0	57 services	
Job Placement	Various	1.0	30 services, 2.0 PHTA	Various	1.0	30 services, 2.0 PHTA	1.0	30 services, 2.0 PHTA	
Office Technology	Various	1.0	30 services, 2.0 PHTA	Various	1.0	30 services, 2.0 PHTA	1.0	30 services, 2.0 PHTA	
Work Awareness									
Work Awareness	194	0.17	9 student periods, one planning period built in for each full teacher position allocated to high schools only.	194	0.17	9 student periods, one planning period built in for each full teacher position allocated to high schools only.	0.17	9 student periods, one planning period built in for each full teacher position allocated to high schools only.	Virginia state standards require provision of a coordinated set of activities to promote movement from school to post-school activities; include postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. These services must be provided to each student beginning at age 14, or younger, if determined appropriate by the IEP team. No specific staffing standards are defined.

Position	FY 2016 Approved Budget		FY 2017 Approved Budget		State Accreditation Staffing	
	Contract Length (Days)	Fairfax County School Board Staffing Standards Personnel	Criteria	Contract Length (Days)	Fairfax County School Board Staffing Standards Personnel	Criteria
Assistive Technology for Students with Disabilities itinerant	218	1.0	250 points; students with a Level 1 primary service or Level 2 Category A primary service generate 1.0 point, and any other Level 2 service generates 3.8 points.	218	1.0	250 points; students with a Level 1 primary service or Level 2 Category A primary service generate 1.0 point, and any other Level 2 service generates 3.8 points.
	194	1.0	59 services for the first 945 services and then every 28 services. Additionally, there are 17.0 assistants.	194	1.0	59 services for the first 945 services and then every 28 services. Additionally, there are 17.0 assistants.
Therapy Services itinerant						Virginia state standards require that assistive technology services be made available to each child if required by the child's IEP. The IEP team must specifically consider if the child requires assistive technology services and/or devices. Therapy services include physical or occupational therapist or under the supervision of a qualified physical occupational therapist. No specific staffing standards are defined.

Alternative High School Staffing Standards

Position	FY 2016 Approved Budget			FY 2017 Approved Budget			State Accreditation Staffing		
	Contract Length (Days)	Personnel	Criteria	Contract Length (Days)	Personnel	Criteria	Personnel	Criteria	
Principal	260	1.0	Per school	260	1.0	Per school	1.0	Per school (must be employed on a 12-month basis).	
Assistant Principal	260 / 219	2.0	Per school; Beginning in FY 2015, when assistant principals are promoted from AP I to AP II, they will remain on a 219-day contract.	260 / 219	2.0	Per school; Beginning in FY 2015, when assistant principals are promoted from AP I to AP II, they will remain on a 219-day contract.	1.0	600 – 1,199 students	
Director of Student Services	260	1.0	Per school	260	1.0	Per school	At least one position must be on an 11-month contract.		
School Counselor	203	1.0	270 students	203	1.0	270 students	1.0	For the first 350 students. One period of counseling is to be provided for each additional 79 students or major fraction thereof.	
Librarian/Assistant	203	1.0	Per school	203	1.0	Per school	0.5	299 or fewer students	
Safety and Security Specialist	194	1.0	Per school	194	1.0	Per school	1.0	300 – 999 students	
Safety and Security Assistant	187	1.5	Per school	187	1.5	Per school	2.0	1,000 or more students	
Classroom Teacher	194	Maximum teacher load is 61 credit hours per teacher.		194	Maximum teacher load is 61 credit hours per teacher.		Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.		
Assessment Coach	194 / 208	0.5	Per school Beginning in FY 2015, all new assessment coaches will be hired on a 194-day contract.	194 / 208	0.5	Per school Beginning in FY 2015, all new assessment coaches will be hired on a 194-day contract.	Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.		
Office Personnel	260 260 260 260 199	1.0 1.0 1.0 1.0 1.0	Administrative assistant III Student information assistant III/IV Finance technician Administrative assistant I Office assistant	260 260 260 260 199	1.0 1.0 1.0 1.0 1.0	Administrative assistant III Student information assistant III/IV Finance technician Administrative assistant I Office assistant	1.0	599 or fewer students	
School-Based Technology Specialist (SBTS)	219	1.0	Per school	219	1.0	Per school	The equivalent of one full-time additional office position shall be provided for each additional 600 students beyond 200 students.		
Custodian	260	4.0-8.0	Per school	260	4.0-8.0	Per school	Divisionwide, local school boards shall employ 1.0 position per 1,000 students in grades kindergarten through 12 to serve as an instructional technology resource teacher.		
English for Speakers of Other Languages (ESOL) Teacher	194	1.0 1.0 1.0 1.0	14.0 level 1 students 18.1 level 2 students 27.4 level 3 students 63.6 level 4 students	194	1.0 1.0 1.0 1.0	14.0 level 1 students 18.1 level 2 students 27.4 level 3 students 63.6 level 4 students	The school plant and grounds shall be kept safe and clean. Custodial services shall be available as necessary for health and safety.		
Work and Transition (WAT) Teacher	218	Assigned according to need for cooperative work instruction.		218	Assigned according to need for cooperative work instruction.		Federal and state guidelines mandate instructional support in English for limited English proficient students.		
							Virginia state standards require provision of support services necessary for the efficient and cost-effective operation and maintenance of schools.		

General Education Standard Allocations

The standard allocation rates are provided to give principals, teachers, and other school-based staff recommended guidelines for determining the allocation of their instructional materials and supply funds. Principals have the flexibility to utilize funding as needed for their school.

FY 2017 General Education Standard Allocations				
	ES	MS	HS	TJHSST
Per-Pupil Classroom Supply Allocation	\$34.85	\$34.85	\$34.85	\$57.36
Each Reading Teacher	\$377.74	\$377.74	\$377.74	-
Each Elementary School Counselor	\$388.03	-	-	-
Small School Allocation				
Enrollment less than 400	\$1,275.00	-	-	-
Enrollment 400 to 600	\$850.00	-	-	-
Per-Pupil Basal Material and Texts	\$81.93	\$105.21	\$122.83	\$135.19
Developmental Reading Assessment Set-Aside	\$2.10	-	-	-
Social Studies Textbook Replacement Set-Aside	-	10.93	10.93	10.93
Math Textbook Replacement Set-Aside	<u>10.00</u>	<u>10.00</u>	<u>7.50</u>	<u>7.50</u>
Per-Pupil Basal Materials & Texts allocated to schools	\$69.83	\$84.28	\$104.40	\$116.76
Per-Pupil Noncapital Equipment	\$6.80	\$6.80	\$8.50	\$8.50

Classroom Supply Allocation

There is no change in the per-pupil classroom supply allocation from FY 2016 to FY 2017.

Reading Teacher

Elementary, middle, and high schools are allocated \$377.74 for each reading teacher to help with the funding of teaching materials and supplies. These funds are included and budgeted with schools' general education instructional supply allocation.

School Counselor

Elementary schools are allocated \$388.03 for each school counselor for instructional materials. These funds are budgeted within instructional supplies.

Small School Allocation

Small schools with enrollments less than 400 and enrollments from 400 to 600 receive an allocation of \$1,275 and \$850, respectively to fund the purchase of teaching materials. These funds are budgeted within instructional supplies.

Basal Materials and Texts

The allocations provide for consumable materials such as workbooks, laboratory material and replacement of worn-out materials. In FY 2017, elementary schools will receive \$69.83 per pupil, middle schools will receive \$84.28 per pupil, and high schools will receive \$104.40 per pupil. Prior to FY 2012, schools per-pupil allocations included the full funding for textbook replacement. In FY 2012, FCPS reduced the per-pupil amount for middle schools and high schools by \$10.93 for six years to reflect the purchase of social studies textbooks (online and print) centrally. In FY 2013, FCPS further reduced the per-pupil amounts by \$10.00 at elementary and middle schools and \$7.50 at high schools to reflect the purchase of math textbooks (online and print) centrally. Central purchase of textbooks provides cost-savings and more consistency of resources for all students.

Noncapital Equipment

Schools are allocated funds on a per-pupil basis for noncapital equipment replacement within instructional supplies.

New Teacher Position Equipment Funding

New teacher position equipment funding will be automatically distributed to qualifying schools. The allocation will be based on the change in teacher positions from the FY 2016 Approved Budget to the FY 2017 Approved Budget. Positions from the staffing reserve will not be eligible for new teacher position funding. The allocation per new teacher position is \$1,750.

General Education Standard Allocations

Library Materials

Library funding is centrally budgeted in Instructional Services and used to maintain up-to-date collections of print, non-print, and online materials that are resources for student learning. Funding of \$3.4 million is allocated to schools by the Library Information Services office on an as-needed basis.

Live Materials

Each middle school is allocated funds for live materials based on seventh grade student enrollment (including advanced academic) and one-half the enrollment of special education level 2 students. These funds are budgeted within instructional supplies. The FY 2017 rate is \$2.34 per student.

Music

Based on enrollment in the elementary band and string programs, funding is allocated to schools on a per-pupil basis to purchase band and orchestra instruction books. Funding for general music textbooks is also provided. These funds are budgeted within basal materials and texts. The FY 2017 rate is \$11.48 per student. The High School Marching Band program receives an additional \$0.5 million to be used for instructional supplies and transportation needs to participate in mandatory assessments. Each high school is allocated \$10,000 in instructional supplies and the remaining funds are distributed to each school based on the enrollment in the school's program. An additional \$0.3 million is budgeted for the other music programs: orchestra, guitar, chorus, and concert band. These funds are distributed to each of the middle and high schools.

Programs for Advanced Academic Students

An additional allocation for advanced academic programs is provided to each school, based on school enrollment. The rates for FY 2017 are:

School-based itinerant programs	\$0.85 per student
Regional center-based programs and school-based Level 4 programs	\$17.85 per student

School-Based Staff Development

All schools, alternative high schools, and special education centers receive per-school funding of \$750. In addition, each school and special education center is allocated funds based on a rate of \$33.73 per teacher. These funds are used to support initiatives to enhance the academic achievement of students.

Student Information System Per Diem

This funding provides five additional days of per diem for Student Information Systems operators in elementary schools. This funding may be used at the principal's discretion to bring the employees in five days earlier or on an as needed basis.

Department Chair Stipends

Middle and High school enrollment of:

1,500 or less	7 stipends @ \$1,000 each
1,501 to 1,999	8 stipends @ \$1,000 each
2,000 or more	10 stipends @ \$1,000 each

In addition to the stipends, each school receives per diem days equal to the number of stipends. Alternative high schools and special education centers receive five per diem days only.

Computer Software

Funding for instructional computer software for schools is centrally budgeted in Instructional Services. These funds are calculated at a rate of \$2.10 per pupil for elementary and high school, \$6.70 per pupil for middle schools, and \$13.00 per pupil for Thomas Jefferson High School for Science and Technology to purchase divisionwide subscription services, software images for computers, and software upgrades to enhance the instructional program.

General Education Standard Allocations

Custodial Supplies

Funding is distributed based on a formula that takes into consideration each school's square footage, student population, staff population, School Age Child Care (SACC) enrollment, and enrollment at academies.

Custodial supplies for secondary and high schools (including alternative high schools) are provided under a Vendor Managed Inventory (VMI) program. The purpose of this system is to ensure schools have the supplies they need based on actual usage incurred. Funding for the program is centralized in the Office of Facilities Management.

Student Desks and Chairs

Schools are allocated \$105 per student for one standard student desk and one standard chair per additional student as of September 30 as compared to the prior September 30 actual enrollment. These funds are budgeted within instructional supplies.

Field Trips

The Office of Transportation provides two student orientation field trips for rising middle school students and one orientation field trip for rising high school students. Funds are budgeted in the Office of Transportation, Department of Facilities and Transportation.

Other

Allocations to all schools will be made for the purpose listed on the following chart. Elementary, middle, and high schools receive 10 percent of the postage allocation to purchase stamps or utilize United Parcel Services. The remaining 90 percent is centralized to ensure savings from utilizing bulk mail rates.

Certain allocations are budgeted in various departments and regional office accounts. These include funds to:

- Provide equal opportunities for all students to participate in extracurricular activities.
- Award mini-grants to classroom teachers who request special materials or other support to improve instruction through creative teaching.
- Reallocate funds to schools for temporary office personnel to assist with unique requirements that cannot be supported by individual school budgets.

Funding in the amount of \$0.8 million is included in the Instructional Services budget for indigent students who want to participate in string and band music programs at the elementary, middle, and high school levels.

Other Allocations		Elementary	Middle	High	
Per Pupil					
Postage		\$2.07	\$5.41	\$9.37	
Office Personnel Overtime		\$3.02	\$3.02	\$3.02	
Per School					
Hourly Student Services Personnel			\$12,474	\$16,509	
Debate/Forensics/Newspaper				\$2,722	
"It's Academic"				\$109	
Police Security for Athletic Events				\$6,000	
Accounting Materials (based on school enrollment)					
	Enrollment:	599 or less	\$150	\$175	\$300
		600 to 799	\$200	\$175	\$300
		800 to 1,599	\$200	\$225	\$300
		1,600 to 2,099			\$440
		2,100 to 3,499			\$490
		3,500 or more			\$530
School Testing - Elementary (based on school enrollment)					
	Enrollment:	599 or less	\$3,500		
		600 to 1,199	\$5,000		
		1,200 to 1,799	\$6,500		

Middle schools will receive \$9,373 for school testing requirements. Special education centers will receive \$1,545 for school testing requirements.

One assessment coach is provided at each high school. The two alternative high schools and Fairfax Adult High School are provided a 0.5 position.

General Education Standard Allocations

The region assistant superintendents and Department of Special Services are provided reserve accounts based on enrollment. These funds are allocated to schools and special education centers throughout the year to meet un-programmed requirements.

Flexibility Reserve

Elementary and middle schools receive additional funding based on a per-pupil allocation of \$2.40. This allocation is provided for equipment, technology support, librarian per diem, and hourly office personnel.

Career and Technical Education (CTE) and High School Academies

Per-pupil instructional supply allocations listed by class on the [CTE Website](#) reflect requirements of the Career and Technical Education Office. CTE classes offered at middle and high school are classified into tiers based on the instructional supply requirements for each class. Semester classes will receive half the tier amount listed.

Class Course Tier	Per-Pupil Allocation
Tier 1 Classes	\$50.00
Tier 2 Classes	\$30.00
Tier 3 Classes	\$15.00

Special cases not classified under the tier structure are listed below:

Instructional Supplies	Per-Pupil Allocation
Business and Information Technology (Including Academy)*	
Cooperative Education	\$5.00
Economics and Personal Finance*	
Economics and Personal Finance	\$5.00
Health and Medical Sciences (Including Academy)	
Eye Protection Devices	\$2.25
Marketing Education (Including Academy)*	
Cooperative Education	\$5.00
Technology Education (Including Academy)	
Eye Protection Devices	\$2.25
Trade and Industrial Education (Including Academy)	
Eye Protection Devices	\$2.25
High School Academies	
Field Trips	\$100 per teacher
Textbooks	\$700 per teacher
Staff Development	\$300 per teacher
Substitutes	1 day per teacher
Postage	\$2 per student

* FY 2018 classes will no longer receive supplemental funds

Special Education Standard Allocations

Instructional supplies for special education are allocated to the schools and centers on a per-service basis, except for the alternative programs, therapy services, and vocational educational programs, which are allocated on a per-teacher basis. The allocations are used to provide classroom materials similar to those used in the general education program but specific to students receiving special education services.

Special Education Standard Allocations		
	FY 2017 Instructional Supplies Allocation	FY 2017 Textbook Allocation
Elementary Programs		
Category A		
Level 1	\$7.67	\$6.45
Level 2	\$11.72	\$9.86
Elementary Centers	\$137.92	\$115.98
Comprehensive ED Services Site, Level 2 students	\$62.96	\$52.94
Category B		
Level 1	\$10.64	\$8.94
Level 2	\$31.60	\$26.57
Elementary Centers	\$75.38	\$63.38
Secondary Programs		
Category A		
Level 1	\$9.47	\$7.96
Level 2	\$16.01	\$13.46
Secondary Centers	\$187.22	\$157.45
Comprehensive ED Services Site, Level 2 students	\$73.23	\$61.58
Category B		
Level 1	\$20.38	\$17.14
Level 2	\$36.47	\$30.68
Secondary Centers	\$95.63	\$53.62
Preschool Programs		
Preschool Resource Services	\$19.64	-
Preschool Class-Based Services	\$212.08	-
Deaf/Hard-of-Hearing Program		
Level 1 Elementary	\$16.75	-
Level 1 Secondary	\$18.21	-
Level 2 Elementary	\$27.34	-
Level 2 Secondary	\$26.67	-
Centers	\$82.42	\$46.21
Per Teacher Allocations		
Career and Transition Center Teachers	\$606.10	\$218.46
Work Awareness & Transition (WAT) Teachers	\$824.56	-

Schools and centers receive new teacher materials and equipment allocations when there is a net increase in special education teacher positions over the previous approved budget cycle. New preschool classrooms also generate additional start-up funding. All new teacher and new preschool classroom funds are combined with other special education equipment allocations made to the site.

Special Education New Teacher Materials Allocation	
Category A	\$262.50
Category B	\$690.00
All Other Service Areas	\$1,000.00
Preschool New Classroom Start Up Funds	\$7,000.00

Supplements

Elementary School Activities—Extra Duty

The following supplements may be paid in support of elementary school activities.

\$426	Safety Patrol Advisor	\$1,738	Testing Coordinator
	Student Council Association (SCA) Advisor		

Middle School Activities—Extra Duty

The following supplements may be paid in support of middle school activities.

\$1,616	Band Director	\$1,738	Testing Coordinator
	Choral Director		
	Orchestra Director	\$2,611	Yearbook Advisor
	Drama Coach		
\$1,223	Literary Magazine Advisor	\$2,150	Student Council Association Advisor
	Newspaper Advisor	\$856	Optional

High School Activities—Extra Duty

The following supplements may be paid in support of high school activities.

\$1,513	It's Academic Advisor	\$3,236	Assistant Director of Student Activities for: Equipment and Facilities
	Junior Class Advisor		Field Maintenance
	Literary Magazine Advisor		Ticket Manager
	Orchestra Director		
\$2,150	Assistant Director of Student Activities for: Game Management I	\$4,301	Athletic Trainer, Certified (ATC 2 - Winter)
	Game Management II		Athletic Trainer, Certified (ATC 2 - Spring)
\$2,220	Choral Director		Band Director
	Head Coach Forensics		Newspaper Advisor
	Head Coach Debate		Student Council Association Advisor
	Optional Position (alternative high school only)		Yearbook Advisor
	Senior Class Advisor	\$4,563	Assistant Director of Student Activities - Activities
\$3,114	Assistant Marching Band Director		Head Drama Coach
		\$6,551	Athletic Trainer, Certified (ATC 2 - Fall)*
		\$7,155	Assistant Director of Student Activities - Athletics*

*Per diem payments for practice days prior to the beginning of a 194-day contract are included with the base supplement.

High School Activities—Athletic Coaching

The following supplements may be paid in support of high school activities.

\$7,155	Head Coach Football*	\$3,114	Head Coach Boys' Winter Track Girls' Winter Track
\$5,436	Head Coach Cheerleading - Fall* Girls' Field Hockey* Girls' Volleyball*	Assistant Coach Baseball Boys' Basketball (2) Girls' Basketball (2) Girls' Softball Boys' Track Girls' Track Wrestling	
\$5,364	Assistant Coach Football (6)*		
\$4,563	Head Coach Boys' Basketball Girls' Basketball	\$2,750	Head Coach Boys' Tennis Girls' Tennis
\$4,301	Head Coach Baseball Cross Country* Girls' Gymnastics Boys' Lacrosse Girls' Lacrosse Boys' Soccer Girls' Soccer Girls' Softball Swimming Boys' Track Girls' Track Wrestling	\$2,608	School Specific
\$3,204	Assistant Coach Cheerleading - Fall (2)* Cross Country* Girls' Field Hockey* Girls' Volleyball (2)*	\$2,220	Head Coach Golf Assistant Coach Girls' Gymnastics Boys' Lacrosse Girls' Lacrosse Boys' Soccer Girls' Soccer Swimming Optional Position (high school)

*Per diem payments for practice days prior to the beginning of a 194-day contract are included with the base supplement.

Special Education Center School Activities—Extra Duty

The following supplements may be paid in support of special education center school activities.

\$1,223	Literary Magazine Advisor (Cedar Lane and Quander Road Centers Only)	\$3,021	Yearbook Advisor (Burke, Cedar Lane, and Quander Road Centers Only)
\$1,738	Testing Coordinator		

FY 2017 Salary Scales

FY 2017 TEACHER SALARY SCALE 194-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
0	Step 1	47,516	49,067	50,640	53,384	54,898	57,077
1	2	48,218	49,792	51,388	54,174	55,709	58,360
2	3	49,357	50,588	52,211	55,040	57,075	59,419
3	4	50,434	51,915	53,089	56,476	58,215	60,573
4	5	51,523	53,008	54,536	57,630	59,862	62,296
5, 6	6	53,144	54,197	55,746	59,358	61,228	63,684
7	7	54,627	56,071	57,619	60,895	62,788	65,320
8	8	56,377	57,829	59,413	62,718	64,635	68,061
9	9	58,249	59,709	61,330	64,664	67,538	70,158
10	10	60,228	61,698	63,354	67,608	69,711	72,365
11	11	61,878	63,544	65,238	69,788	71,925	74,614
12	12	63,619	65,493	67,355	72,270	74,445	77,189
13	13	65,143	67,234	69,206	74,388	76,601	79,384
14	14	66,427	69,012	71,097	76,551	78,802	81,625
15	15*	67,889	70,237	72,812	78,401	80,675	83,519
	16	70,062	72,359	75,005	80,876	83,175	86,076
	17	72,304	73,903	76,432	82,921	85,243	88,167
	18	74,617	76,216	78,535	85,082	87,434	90,391
	19	77,005	78,604	80,226	86,218	88,390	92,630
	20	79,469	81,068	82,690	88,127	90,302	94,358
	21	82,012	83,611	85,233	90,108	92,283	96,152
	22	84,636	86,235	87,857	91,726	94,437	97,242
	23	87,346	88,945	90,566	93,408	95,918	99,205
	Long 1**			92,310	95,160	97,749	100,371
	Long 2**			94,090	96,946	99,562	102,190
	Long 3**			95,904	98,769	101,228	103,854

FY 2017 EXTENDED DAY TEACHER SALARY SCALE 194-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
0	Step 1	50,842	52,502	54,185	57,121	58,740	61,072
1	2	51,594	53,278	54,986	57,966	59,608	62,446
2	3	52,812	54,130	55,865	58,893	61,071	63,579
3	4	53,964	55,549	56,805	60,430	62,290	64,814
4	5	55,129	56,719	58,353	61,664	64,052	66,657
5, 6	6	56,864	57,991	59,648	63,513	65,514	68,142
7	7	58,451	59,996	61,652	65,158	67,183	69,893
8	8	60,323	61,877	63,572	67,108	69,160	72,825
9	9	62,326	63,889	65,623	69,190	72,265	75,069
10	10	64,444	66,017	67,789	72,340	74,590	77,430
11	11	66,209	67,992	69,805	74,673	76,960	79,837
12	12	68,073	70,078	72,070	77,329	79,656	82,592
13	13	69,703	71,940	74,050	79,596	81,964	84,941
14	14	71,077	73,843	76,073	81,910	84,319	87,339
15	15*	72,641	75,153	77,909	83,890	86,322	89,365
	16	74,967	77,424	80,255	86,538	88,998	92,102
	17	77,365	79,076	81,783	88,726	91,210	94,338
	18	79,840	81,551	84,032	91,038	93,555	96,719
	19	82,395	84,106	85,841	92,254	94,577	99,114
	20	85,032	86,743	88,478	94,296	96,623	100,963
	21	87,753	89,464	91,199	96,415	98,743	102,883
	22	90,561	92,272	94,008	98,147	101,048	104,049
	23	93,460	95,171	96,906	99,947	102,632	106,149
	Long 1**			98,772	101,821	104,592	107,397
	Long 2**			100,676	103,732	106,532	109,343
	Long 3**			102,617	105,682	108,314	111,124

* *Maximum entry step*

** *Eligibility for longevity step 1 is two years plus a BA+30*

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 ADDITIONAL TEACHING ASSIGNMENT SCALE
6th Period
194-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
	Step						
0	1	53,218	54,955	56,717	59,791	61,485	63,926
1	2	54,005	55,767	57,555	60,674	62,394	65,364
2	3	55,280	56,659	58,476	61,645	63,924	66,550
3	4	56,486	58,145	59,460	63,254	65,200	67,842
4	5	57,705	59,369	61,080	64,546	67,045	69,771
5, 6	6	59,521	60,701	62,435	66,480	68,576	71,326
7	7	61,182	62,799	64,533	68,203	70,322	73,159
8	8	63,142	64,769	66,542	70,244	72,392	76,228
9	9	65,239	66,874	68,689	72,424	75,642	78,576
10	10	67,455	69,102	70,957	75,720	78,076	81,049
11	11	69,303	71,170	73,067	78,162	80,556	83,568
12	12	71,254	73,352	75,438	80,942	83,378	86,451
13	13	72,960	75,302	77,510	83,315	85,794	88,910
14	14	74,398	77,294	79,628	85,737	88,259	91,420
15	15*	76,036	78,665	81,550	87,810	90,356	93,541
	16	78,470	81,042	84,006	90,582	93,156	96,405
	17	80,980	82,771	85,604	92,872	95,472	98,747
	18	83,571	85,362	87,959	95,292	97,926	101,238
	19	86,245	88,036	89,853	96,565	98,996	103,745
	20	89,005	90,796	92,613	98,702	101,138	105,681
	21	91,854	93,645	95,461	100,921	103,357	107,690
	22	94,793	96,584	98,400	102,733	105,770	108,911
	23	97,827	99,618	101,434	104,617	107,428	111,110
	Long 1**			103,387	106,579	109,479	112,416
	Long 2**			105,380	108,579	111,510	114,452
	Long 3**			107,413	110,621	113,376	116,317

* *Maximum entry step*

** *Eligibility for longevity step 1 is two years on step 23 plus a BA+30*
Eligibility for longevity step 2 is two years on longevity step 1
Eligibility for longevity step 3 is two years on longevity step 2
Credit towards longevity step increments only occurs during years
in which step increases are granted.



FY 2017 Salary Scales

FY 2017 TEACHER SALARY SCALE 198-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
	Step						
0	1	48,496	50,079	51,684	54,485	56,029	58,254
1	2	49,213	50,819	52,448	55,291	56,857	59,564
2	3	50,374	51,631	53,287	56,175	58,252	60,645
3	4	51,474	52,986	54,184	57,641	59,415	61,822
4	5	52,585	54,101	55,660	58,819	61,096	63,580
5, 6	6	54,240	55,314	56,895	60,581	62,491	64,997
7	7	55,753	57,227	58,807	62,151	64,082	66,667
8	8	57,539	59,022	60,638	64,011	65,968	69,464
9	9	59,450	60,940	62,594	65,997	68,930	71,604
10	10	61,470	62,970	64,661	69,002	71,148	73,857
11	11	63,154	64,854	66,583	71,226	73,408	76,152
12	12	64,931	66,844	68,744	73,760	75,980	78,780
13	13	66,486	68,620	70,632	75,922	78,181	81,021
14	14	67,796	70,435	72,563	78,130	80,427	83,308
15	15*	69,289	71,685	74,313	80,018	82,338	85,241
	16	71,507	73,851	76,552	82,544	84,890	87,851
	17	73,794	75,427	78,008	84,631	87,000	89,985
	18	76,156	77,788	80,154	86,836	89,237	92,255
	19	78,593	80,225	81,880	87,996	90,212	94,540
	20	81,108	82,739	84,395	89,944	92,164	96,304
	21	83,703	85,335	86,990	91,966	94,186	98,135
	22	86,382	88,014	89,669	93,617	96,384	99,247
	23	89,147	90,779	92,434	95,334	97,895	101,251
	Long 1**			94,213	97,122	99,765	102,441
	Long 2**			96,030	98,945	101,615	104,297
	Long 3**			97,881	100,805	103,315	105,996

FY 2017 EXTENDED DAY TEACHER SALARY SCALE 198-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
	Step						
0	1	51,891	53,584	55,302	58,299	59,952	62,332
1	2	52,658	54,376	56,119	59,161	60,837	63,733
2	3	53,901	55,246	57,017	60,107	62,330	64,890
3	4	55,077	56,695	57,977	61,676	63,574	66,150
4	5	56,266	57,889	59,556	62,936	65,373	68,031
5, 6	6	58,036	59,186	60,878	64,822	66,865	69,547
7	7	59,656	61,233	62,923	66,502	68,568	71,334
8	8	61,567	63,153	64,883	68,492	70,586	74,327
9	9	63,611	65,206	66,976	70,617	73,755	76,616
10	10	65,773	67,378	69,187	73,832	76,128	79,027
11	11	67,575	69,394	71,244	76,212	78,547	81,483
12	12	69,476	71,523	73,556	78,923	81,298	84,295
13	13	71,140	73,423	75,577	81,237	83,654	86,692
14	14	72,542	75,366	77,642	83,599	86,057	89,139
15	15*	74,139	76,703	79,515	85,619	88,102	91,208
	16	76,512	79,021	81,910	88,322	90,833	94,001
	17	78,960	80,706	83,469	90,555	93,090	96,284
	18	81,487	83,233	85,765	92,915	95,483	98,713
	19	84,094	85,840	87,611	94,156	96,527	101,157
	20	86,785	88,531	90,302	96,240	98,615	103,045
	21	89,562	91,309	93,080	98,403	100,779	105,004
	22	92,428	94,174	95,946	100,171	103,131	106,195
	23	95,387	97,133	98,904	102,008	104,748	108,338
	Long 1**			100,808	103,920	106,748	109,612
	Long 2**			102,752	105,871	108,728	111,597
	Long 3**			104,733	107,861	110,547	113,415

* Maximum entry step

** Eligibility for longevity step 1 is two years plus a BA+30
 Eligibility for longevity step 2 is two years on longevity step 1
 Eligibility for longevity step 3 is two years on longevity step 2
 Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 ADDITIONAL TEACHING ASSIGNMENT SCALE
6th Period
198-day

<i>Initial Placement with the following years of experience</i>	Degree Step	BA	BA +15	BA +30	MA	MA+30	PhD
0	1	54,315	56,088	57,886	61,023	62,753	65,244
1	2	55,118	56,917	58,742	61,925	63,680	66,711
2	3	56,419	57,827	59,682	62,916	65,243	67,922
3	4	57,651	59,344	60,686	64,558	66,545	69,241
4	5	58,895	60,594	62,339	65,877	68,428	71,210
5, 6	6	60,748	61,952	63,722	67,851	69,989	72,797
7	7	62,443	64,094	65,864	69,609	71,772	74,667
8	8	64,444	66,104	67,914	71,692	73,884	77,800
9	9	66,584	68,253	70,106	73,917	77,202	80,197
10	10	68,846	70,527	72,420	77,282	79,686	82,720
11	11	70,732	72,637	74,574	79,774	82,217	85,291
12	12	72,723	74,865	76,993	82,611	85,097	88,234
13	13	74,465	76,854	79,108	85,033	87,563	90,743
14	14	75,932	78,887	81,270	87,505	90,079	93,305
15	15*	77,604	80,287	83,231	89,620	92,219	95,470
	16	80,088	82,713	85,738	92,449	95,077	98,393
	17	82,650	84,478	87,369	94,787	97,440	100,783
	18	85,294	87,122	89,773	97,257	99,945	103,326
	19	88,024	89,852	91,705	98,556	101,038	105,884
	20	90,841	92,668	94,522	100,737	103,223	107,860
	21	93,748	95,576	97,429	103,002	105,488	109,911
	22	96,747	98,575	100,429	104,852	107,951	111,157
	23	99,844	101,672	103,526	106,775	109,643	113,401
	Long 1**			105,519	108,776	111,737	114,734
	Long 2**			107,553	110,818	113,809	116,812
	Long 3**			109,627	112,902	115,713	118,715

* *Maximum entry step*

** *Eligibility for longevity step 1 is two years plus a BA+30*

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 Salary Scales

FY 2017 TEACHER SALARY SCALE 203-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
0	Step 1	49,720	51,343	52,989	55,861	57,444	59,725
1	2	50,455	52,102	53,772	56,687	58,293	61,068
2	3	51,647	52,935	54,633	57,593	59,723	62,176
3	4	52,774	54,324	55,552	59,097	60,915	63,383
4	5	53,913	55,468	57,066	60,304	62,639	65,186
5, 6	6	55,609	56,711	58,332	62,111	64,069	66,638
7	7	57,161	58,672	60,292	63,721	65,701	68,350
8	8	58,992	60,512	62,169	65,627	67,634	71,219
9	9	60,951	62,479	64,175	67,664	70,671	73,412
10	10	63,022	64,561	66,294	70,744	72,945	75,722
11	11	64,749	66,492	68,265	73,025	75,262	78,075
12	12	66,571	68,532	70,480	75,623	77,899	80,770
13	13	68,165	70,353	72,416	77,839	80,155	83,066
14	14	69,508	72,214	74,395	80,102	82,458	85,412
15	15*	71,039	73,495	76,190	82,039	84,417	87,393
	16	73,313	75,716	78,485	84,628	87,034	90,069
	17	75,658	77,331	79,978	86,768	89,197	92,257
	18	78,079	79,752	82,178	89,029	91,490	94,585
	19	80,577	82,251	83,947	90,218	92,490	96,927
	20	83,156	84,829	86,526	92,215	94,491	98,736
	21	85,817	87,490	89,187	94,288	96,564	100,613
	22	88,563	90,236	91,933	95,982	98,818	101,754
	23	91,398	93,071	94,768	97,742	100,367	103,807
	Long 1**			96,593	99,574	102,284	105,028
	Long 2**			98,455	101,443	104,181	106,930
	Long 3**			100,353	103,351	105,924	108,672

FY 2017 EXTENDED DAY TEACHER SALARY SCALE 203-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
0	Step 1	53,201	54,937	56,699	59,771	61,465	63,906
1	2	53,987	55,749	57,537	60,655	62,374	65,343
2	3	55,262	56,641	58,457	61,625	63,904	66,528
3	4	56,468	58,126	59,441	63,233	65,179	67,820
4	5	57,687	59,350	61,060	64,525	67,024	69,749
5, 6	6	59,502	60,681	62,415	66,459	68,553	71,303
7	7	61,162	62,779	64,512	68,181	70,300	73,135
8	8	63,122	64,748	66,521	70,221	72,368	76,204
9	9	65,218	66,853	68,667	72,400	75,618	78,551
10	10	67,434	69,080	70,934	75,696	78,051	81,023
11	11	69,281	71,147	73,043	78,137	80,530	83,541
12	12	71,231	73,329	75,414	80,916	83,351	86,424
13	13	72,937	75,278	77,485	83,288	85,766	88,881
14	14	74,374	77,269	79,603	85,710	88,230	91,390
15	15*	76,011	78,640	81,523	87,781	90,327	93,511
	16	78,445	81,016	83,979	90,552	93,126	96,374
	17	80,954	82,744	85,577	92,842	95,441	98,715
	18	83,544	85,335	87,931	95,261	97,895	101,206
	19	86,218	88,008	89,824	96,534	98,964	103,712
	20	88,977	90,767	92,583	98,670	101,106	105,647
	21	91,824	93,615	95,430	100,888	103,324	107,656
	22	94,762	96,553	98,369	102,700	105,736	108,877
	23	97,796	99,586	101,402	104,584	107,393	111,074
	Long 1**			103,354	106,545	109,444	112,380
	Long 2**			105,347	108,544	111,474	114,415
	Long 3**			107,378	110,585	113,339	116,279

* Maximum entry step

** Eligibility for longevity step 1 is two years plus a BA+30

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 ADDITIONAL TEACHING ASSIGNMENT SCALE
6th Period
203-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
	Step						
0	1	55,687	57,505	59,348	62,565	64,338	66,892
1	2	56,510	58,354	60,225	63,489	65,288	68,396
2	3	57,844	59,287	61,189	64,504	66,890	69,637
3	4	59,107	60,843	62,218	66,188	68,225	70,990
4	5	60,382	62,124	63,914	67,540	70,156	73,008
5, 6	6	62,283	63,517	65,332	69,565	71,757	74,635
7	7	64,020	65,713	67,527	71,367	73,585	76,553
8	8	66,071	67,774	69,630	73,503	75,750	79,765
9	9	68,265	69,977	71,876	75,783	79,151	82,222
10	10	70,585	72,308	74,249	79,233	81,698	84,809
11	11	72,518	74,471	76,457	81,788	84,293	87,444
12	12	74,559	76,755	78,937	84,697	87,246	90,462
13	13	76,345	78,795	81,106	87,180	89,774	93,035
14	14	77,849	80,880	83,322	89,715	92,353	95,661
15	15*	79,564	82,315	85,333	91,883	94,548	97,881
	16	82,110	84,802	87,903	94,784	97,478	100,878
	17	84,737	86,611	89,575	97,180	99,901	103,328
	18	87,448	89,322	92,040	99,713	102,469	105,935
	19	90,247	92,121	94,021	101,044	103,589	108,558
	20	93,134	95,008	96,909	103,281	105,830	110,584
	21	96,115	97,989	99,890	105,603	108,152	112,686
	22	99,191	101,064	102,965	107,499	110,677	113,964
	23	102,366	104,240	106,140	109,471	112,412	116,264
	Long 1**			108,184	111,523	114,558	117,631
	Long 2**			110,269	113,617	116,683	119,762
	Long 3**			112,396	115,753	118,635	121,713

* *Maximum entry step*

** *Eligibility for longevity step 1 is two years plus a BA+30*

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 Salary Scales

FY 2017 TEACHER SALARY SCALE 208-day

Initial Placement with the following years of experience	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
0	Step 1	50,945	52,608	54,294	57,237	58,859	61,196
1	2	51,698	53,386	55,097	58,083	59,729	62,572
2	3	52,919	54,239	55,979	59,012	61,194	63,707
3	4	54,074	55,662	56,920	60,552	62,416	64,945
4	5	55,241	56,834	58,471	61,789	64,182	66,792
5, 6	6	56,979	58,108	59,769	63,641	65,647	68,280
7	7	58,569	60,117	61,777	65,290	67,319	70,034
8	8	60,445	62,002	63,700	67,244	69,300	72,973
9	9	62,452	64,018	65,756	69,330	72,411	75,221
10	10	64,574	66,151	67,926	72,486	74,741	77,587
11	11	66,343	68,130	69,946	74,824	77,115	79,998
12	12	68,210	70,220	72,216	77,485	79,817	82,759
13	13	69,844	72,086	74,200	79,757	82,129	85,112
14	14	71,220	73,992	76,227	82,075	84,489	87,515
15	15*	72,788	75,305	78,067	84,059	86,497	89,546
	16	75,118	77,581	80,418	86,713	89,178	92,288
	17	77,521	79,236	81,948	88,905	91,394	94,529
	18	80,002	81,716	84,202	91,222	93,744	96,914
	19	82,562	84,276	86,015	92,440	94,768	99,314
	20	85,204	86,918	88,657	94,486	96,819	101,168
	21	87,931	89,645	91,384	96,611	98,943	103,091
	22	90,744	92,459	94,198	98,346	101,252	104,260
	23	93,649	95,364	97,102	100,149	102,840	106,364
	Long 1**			98,972	102,027	104,803	107,615
	Long 2**			100,880	103,942	106,747	109,564
	Long 3**			102,825	105,896	108,533	111,349

FY 2017 EXTENDED DAY TEACHER SALARY SCALE 208-day

Initial Placement with the following years of experience	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
0	Step 1	54,511	56,291	58,095	61,244	62,979	65,480
1	2	55,317	57,122	58,954	62,149	63,910	66,952
2	3	56,623	58,036	59,897	63,143	65,478	68,167
3	4	57,859	59,558	60,905	64,791	66,785	69,491
4	5	59,108	60,812	62,564	66,115	68,675	71,467
5, 6	6	60,968	62,176	63,952	68,096	70,242	73,059
7	7	62,669	64,325	66,101	69,860	72,031	74,936
8	8	64,676	66,343	68,159	71,951	74,151	78,081
9	9	66,824	68,499	70,359	74,184	77,480	80,486
10	10	69,094	70,781	72,681	77,561	79,973	83,018
11	11	70,987	72,899	74,843	80,062	82,514	85,598
12	12	72,985	75,135	77,271	82,909	85,404	88,552
13	13	74,733	77,132	79,394	85,340	87,879	91,070
14	14	76,206	79,172	81,563	87,821	90,404	93,641
15	15*	77,884	80,577	83,531	89,944	92,552	95,814
	16	80,377	83,011	86,047	92,783	95,420	98,748
	17	82,948	84,782	87,684	95,129	97,792	101,146
	18	85,602	87,437	90,097	97,607	100,306	103,698
	19	88,341	90,176	92,036	98,911	101,402	106,266
	20	91,168	93,002	94,863	101,100	103,596	108,250
	21	94,086	95,920	97,781	103,373	105,869	110,307
	22	97,096	98,931	100,792	105,230	108,340	111,558
	23	100,205	102,039	103,899	107,160	110,038	113,810
	Long 1**			105,900	109,169	112,140	115,148
	Long 2**			107,941	111,218	114,219	117,234
	Long 3**			110,023	113,309	116,131	119,143

* Maximum entry step

** Eligibility for longevity step 1 is two years plus a BA+30

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 ADDITIONAL TEACHING ASSIGNMENT SCALE
6th Period
208-day

<i>Initial Placement with the following years of experience</i>	Degree Step	BA	BA +15	BA +30	MA	MA+30	PhD
0	1	57,059	58,921	60,810	64,106	65,922	68,540
1	2	57,902	59,792	61,709	65,053	66,897	70,081
2	3	59,269	60,748	62,696	66,093	68,538	71,352
3	4	60,562	62,341	63,751	67,818	69,906	72,738
4	5	61,870	63,654	65,488	69,204	71,884	74,806
5, 6	6	63,817	65,081	66,941	71,278	73,524	76,473
7	7	65,597	67,331	69,190	73,125	75,397	78,438
8	8	67,699	69,443	71,345	75,313	77,616	81,729
9	9	69,947	71,700	73,646	77,650	81,101	84,247
10	10	72,323	74,089	76,078	81,185	83,711	86,898
11	11	74,305	76,306	78,340	83,803	86,369	89,598
12	12	76,396	78,646	80,882	86,784	89,395	92,690
13	13	78,225	80,736	83,104	89,328	91,985	95,326
14	14	79,767	82,872	85,375	91,925	94,628	98,017
15	15*	81,523	84,342	87,435	94,146	96,876	100,292
	16	84,133	86,891	90,068	97,119	99,879	103,362
	17	86,824	88,744	91,782	99,574	102,362	105,873
	18	89,602	91,522	94,307	102,169	104,993	108,544
	19	92,469	94,390	96,337	103,533	106,140	111,232
	20	95,428	97,348	99,296	105,825	108,437	113,308
	21	98,482	100,403	102,350	108,204	110,816	115,462
	22	101,634	103,554	105,502	110,147	113,403	116,771
	23	104,887	106,807	108,754	112,167	115,180	119,128
	Long 1**			110,848	114,270	117,380	120,528
	Long 2**			112,985	116,415	119,557	122,712
	Long 3**			115,164	118,604	121,558	124,711

* *Maximum entry step*

** *Eligibility for longevity step 1 is two years plus a BA+30*

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 Salary Scales

FY 2017 TEACHER SALARY SCALE 218-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
	Step						
0	1	53,394	55,137	56,905	59,989	61,689	64,138
1	2	54,184	55,952	57,746	60,875	62,601	65,580
2	3	55,463	56,847	58,670	61,849	64,136	66,770
3	4	56,673	58,338	59,657	63,463	65,417	68,067
4	5	57,897	59,566	61,282	64,760	67,268	70,003
5, 6	6	59,719	60,902	62,642	66,701	68,803	71,562
7	7	61,385	63,007	64,747	68,429	70,555	73,401
8	8	63,351	64,983	66,763	70,477	72,631	76,481
9	9	65,455	67,096	68,917	72,664	75,893	78,837
10	10	67,679	69,331	71,192	75,971	78,335	81,317
11	11	69,533	71,406	73,309	78,421	80,823	83,844
12	12	71,490	73,596	75,688	81,211	83,655	86,738
13	13	73,202	75,551	77,767	83,591	86,078	89,204
14	14	74,644	77,550	79,892	86,021	88,551	91,723
15	15*	76,288	78,926	81,820	88,101	90,655	93,851
	16	78,730	81,311	84,284	90,882	93,465	96,725
	17	81,248	83,045	85,888	93,180	95,788	99,074
	18	83,848	85,645	88,251	95,608	98,251	101,574
	19	86,531	88,328	90,150	96,885	99,324	104,089
	20	89,300	91,097	92,919	99,029	101,473	106,032
	21	92,158	93,955	95,777	101,255	103,700	108,047
	22	95,107	96,904	98,727	103,074	106,120	109,272
	23	98,151	99,948	101,771	104,964	107,784	111,478
	Long 1**			103,730	106,932	109,842	112,788
	Long 2**			105,730	108,939	111,879	114,832
	Long 3**			107,769	110,987	113,751	116,702

FY 2017 EXTENDED DAY TEACHER SALARY SCALE 218-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
	Step						
0	1	57,132	58,997	60,888	64,188	66,007	68,628
1	2	57,977	59,869	61,788	65,137	66,983	70,171
2	3	59,345	60,826	62,777	66,178	68,626	71,444
3	4	60,640	62,421	63,833	67,906	69,996	72,832
4	5	61,950	63,736	65,572	69,293	71,976	74,903
5, 6	6	63,899	65,165	67,027	71,370	73,619	76,572
7	7	65,682	67,418	69,279	73,219	75,494	78,539
8	8	67,786	69,532	71,436	75,410	77,716	81,835
9	9	70,037	71,793	73,741	77,750	81,205	84,356
10	10	72,416	74,184	76,176	81,289	83,818	87,010
11	11	74,400	76,404	78,441	83,911	86,481	89,714
12	12	76,494	78,747	80,986	86,895	89,510	92,810
13	13	78,326	80,840	83,211	89,443	92,103	95,449
14	14	79,870	82,978	85,485	92,043	94,750	98,143
15	15*	81,628	84,451	87,547	94,268	97,001	100,421
	16	84,241	87,002	90,184	97,244	100,008	103,496
	17	86,936	88,859	91,900	99,702	102,493	106,009
	18	89,718	91,640	94,428	102,300	105,128	108,684
	19	92,588	94,511	96,461	103,667	106,277	111,375
	20	95,551	97,474	99,424	105,961	108,576	113,454
	21	98,609	100,532	102,482	108,343	110,959	115,610
	22	101,765	103,687	105,637	110,289	113,549	116,922
	23	105,022	106,945	108,895	112,312	115,329	119,281
	Long 1**			110,991	114,417	117,531	120,684
	Long 2**			113,131	116,565	119,711	122,870
	Long 3**			115,312	118,756	121,714	124,871

* Maximum entry step

** Eligibility for longevity step 1 is two years on step plus a BA+30

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 ADDITIONAL TEACHING ASSIGNMENT SCALE
6th Period
218-day

<i>Initial Placement with the following years of experience</i>	Degree Step	BA	BA +15	BA +30	MA	MA+30	PhD
0	1	59,802	61,754	63,733	67,188	69,092	71,835
1	2	60,686	62,666	64,675	68,181	70,113	73,450
2	3	62,118	63,668	65,710	69,271	71,833	74,783
3	4	63,474	65,338	66,816	71,079	73,266	76,235
4	5	64,844	66,714	68,636	72,531	75,340	78,403
5, 6	6	66,885	68,210	70,159	74,705	77,059	80,150
7	7	68,751	70,568	72,517	76,640	79,022	82,209
8	8	70,953	72,782	74,775	78,934	81,347	85,659
9	9	73,310	75,148	77,187	81,383	85,000	88,297
10	10	75,800	77,651	79,735	85,088	87,735	91,076
11	11	77,877	79,974	82,106	87,832	90,522	93,906
12	12	80,069	82,427	84,770	90,956	93,693	97,146
13	13	81,986	84,618	87,099	93,622	96,407	99,909
14	14	83,602	86,856	89,479	96,344	99,177	102,730
15	15*	85,443	88,397	91,638	98,673	101,534	105,113
	16	88,178	91,068	94,398	101,788	104,681	108,332
	17	90,998	93,011	96,194	104,361	107,283	110,963
	18	93,910	95,922	98,841	107,081	110,041	113,763
	19	96,915	98,928	100,969	108,511	111,243	116,580
	20	100,016	102,029	104,070	110,913	113,650	118,755
	21	103,217	105,230	107,271	113,406	116,144	121,013
	22	106,520	108,532	110,574	115,443	118,855	122,385
	23	109,930	111,942	113,983	117,560	120,718	124,855
	Long 1**			116,178	119,764	123,023	126,323
	Long 2**			118,417	122,012	125,305	128,611
	Long 3**			120,701	124,306	127,402	130,706

* *Maximum entry step*

** *Eligibility for longevity step 1 is two years on step plus a BA+30*

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 Salary Scales

FY 2017 TEACHER SALARY SCALE 260-day

<i>Initial Placement with the following years of experience</i>	Degree	BA	BA +15	BA +30	MA	MA+30	PhD
	Step						
0	1	56,333	58,172	60,037	63,291	65,085	67,669
1	2	57,166	59,032	60,925	64,226	66,046	69,190
2	3	58,516	59,976	61,899	65,254	67,667	70,446
3	4	59,793	61,549	62,941	66,957	69,017	71,814
4	5	61,084	62,845	64,656	68,325	70,971	73,856
5, 6	6	63,006	64,254	66,090	70,372	72,590	75,502
7	7	64,764	66,476	68,311	72,196	74,439	77,441
8	8	66,838	68,561	70,438	74,356	76,629	80,691
9	9	69,058	70,789	72,711	76,664	80,070	83,177
10	10	71,404	73,148	75,111	80,153	82,647	85,794
11	11	73,360	75,336	77,344	82,738	85,272	88,460
12	12	75,425	77,647	79,854	85,681	88,259	91,512
13	13	77,231	79,710	82,048	88,193	90,816	94,115
14	14	78,753	81,819	84,290	90,757	93,426	96,772
15	15*	80,487	83,270	86,324	92,950	95,645	99,017
	16	83,064	85,786	88,924	95,885	98,610	102,049
	17	85,721	87,617	90,616	98,309	101,061	104,528
	18	88,464	90,360	93,108	100,870	103,659	107,165
	19	91,294	93,190	95,113	102,218	104,792	109,819
	20	94,216	96,111	98,034	104,480	107,059	111,868
	21	97,231	99,127	101,049	106,829	109,408	113,995
	22	100,342	102,238	104,161	108,748	111,962	115,287
	23	103,554	105,450	107,373	110,742	113,717	117,614
	Long 1**			109,440	112,818	115,888	118,997
	Long 2**			111,550	114,936	118,038	121,153
	Long 3**			113,701	117,097	120,013	123,126

* **Maximum entry step**

** **Eligibility for longevity step 1 is two years plus a BA+30**

Eligibility for longevity step 2 is two years on longevity step 1

Eligibility for longevity step 3 is two years on longevity step 2

**Credit towards longevity step increments only occurs during years
in which step increases are granted.**



FY 2017 INSTRUCTIONAL ASSISTANT SALARY SCALE

Initial Placement with the following years of experience	Step	Regular Day					Extended Day	
		190-day	193-day	208-day	218-day	260-day	190-day	193-day
0	1	20,950	21,281	22,935	24,038	25,361	22,417	22,771
1	2	21,260	21,595	23,274	24,393	25,736	22,748	23,107
2	3	21,600	21,941	23,646	24,783	26,147	23,112	23,477
3	4	22,127	22,476	24,223	25,388	26,785	23,676	24,050
4	5	23,012	23,375	25,192	26,403	27,857	24,623	25,012
5, 6	6	23,934	24,311	26,201	27,461	28,972	25,609	26,013
7	7	24,890	25,283	27,248	28,558	30,130	26,632	27,053
8	8	25,886	26,295	28,338	29,701	31,336	27,698	28,136
9, 10	9*	26,920	27,345	29,470	30,887	32,587	28,804	29,259
	10	27,997	28,439	30,650	32,123	33,892	29,957	30,430
	11	29,118	29,578	31,877	33,409	35,248	31,156	31,648
	12	30,165	30,641	33,023	34,610	36,516	32,277	32,786
	13	31,252	31,746	34,213	35,858	37,832	33,440	33,968
	14	32,376	32,887	35,443	37,148	39,192	34,643	35,190
	15	33,542	34,072	36,720	38,485	40,604	35,890	36,457
	16	34,616	35,163	37,896	39,718	41,904	37,039	37,624
	17	35,723	36,287	39,108	40,988	43,244	38,224	38,828
	18	36,867	37,450	40,360	42,301	44,629	39,448	40,071
	19	38,047	38,648	41,652	43,654	46,057	40,710	41,353
	20	39,264	39,884	42,984	45,050	47,530	42,013	42,676
	21	40,521	41,161	44,360	46,493	49,052	43,358	44,043
	22	41,818	42,478	45,780	47,981	50,622	44,745	45,452
	23	43,154	43,836	47,243	49,514	52,240	46,175	46,904
	Long**	44,017	44,712	48,188	50,504	53,284	47,099	47,842

* Maximum entry step

** Eligibility for the longevity step is two years on step 23

Credit towards longevity step increments only occurs during years in which step increases are granted.



FY 2017 Salary Scales

FY 2017 UNIFIED SCALE Less-than-260-day (Less-than-12-month) Annual

Days	Grade	Daily Hours	Step 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Long
180	US-17	7.0	28,821	30,046	31,247	32,498	33,797	35,150	36,380	37,653	38,971	40,335	41,544	42,791	44,074	45,177	46,306	47,464	48,650	49,866	50,864
180	US-18	7.0	29,980	31,254	32,504	33,804	35,156	36,563	37,842	39,166	40,538	41,957	43,215	44,512	45,847	46,993	48,168	49,372	50,607	51,872	52,909
185	US-04	7.5	19,005	19,813	20,606	21,430	22,287	23,179	23,990	24,830	25,699	26,598	27,396	28,218	29,065	29,791	30,537	31,299	32,082	32,884	33,541
185	US-04	8	20,272	21,134	21,979	22,859	23,773	24,724	25,590	26,485	27,412	28,372	29,222	30,099	31,002	31,777	32,572	33,386	34,221	35,076	35,778
187	US-11	7.5	25,324	26,401	27,457	28,555	29,697	30,886	31,966	33,085	34,243	35,441	36,504	37,600	38,727	39,696	40,688	41,706	42,748	43,817	44,693
187	US-11	8.0	27,013	28,161	29,287	30,458	31,677	32,945	34,097	35,291	36,526	37,804	39,038	40,106	41,309	42,342	43,401	44,486	45,598	46,738	47,672
187	US-12	7.5	26,342	27,462	28,561	29,703	30,891	32,127	33,251	34,415	35,620	36,867	37,972	39,111	40,285	41,292	42,324	43,382	44,467	45,578	46,490
190	US-07	7.5	21,973	22,907	23,824	24,776	25,767	26,798	27,736	28,707	29,712	30,751	31,674	32,624	33,603	34,443	35,304	36,187	37,091	38,019	38,779
190	US-07	8.0	23,438	24,434	25,412	26,428	27,485	28,584	29,585	30,621	31,693	32,801	33,786	34,799	35,843	36,739	37,658	38,599	39,564	40,553	41,364
190	US-09	7.5	23,779	24,790	25,781	26,813	27,885	29,001	30,015	31,066	32,153	33,279	34,277	35,305	36,365	37,274	38,206	39,160	40,139	41,143	41,966
190	US-11	7.5	25,731	26,825	27,897	29,013	30,173	31,381	32,479	33,616	34,792	36,010	37,090	38,203	39,349	40,333	41,341	42,375	43,434	44,520	45,410
190	US-11	8.0	27,446	28,613	29,757	30,947	32,185	33,473	34,644	35,857	37,112	38,411	39,563	40,750	41,972	43,021	44,097	45,200	46,330	47,488	48,437
190	US-12	7.5	26,765	27,903	29,019	30,180	31,386	32,642	33,785	34,967	36,191	37,458	38,581	39,739	40,931	41,954	43,003	44,078	45,180	46,309	47,236
190	US-17	7.5	32,595	33,980	35,339	36,753	38,223	39,753	41,144	42,583	44,074	45,617	46,984	48,394	49,846	51,093	52,370	53,679	55,021	56,397	57,525
190	US-18	7.5	33,906	35,346	36,761	38,231	39,760	41,351	42,798	44,295	45,846	47,451	48,874	50,341	51,851	53,147	54,476	55,838	57,234	58,665	59,838
193	US-17	7.5	33,110	34,517	35,897	37,334	38,827	40,380	41,793	43,256	44,770	46,337	47,726	49,159	50,633	51,899	53,197	54,527	55,890	57,287	58,433
193	US-18	7.5	34,441	35,905	37,341	38,834	40,388	42,004	43,474	44,994	46,570	48,200	49,646	51,136	52,669	53,986	55,336	56,719	58,137	59,591	60,783
193	US-20	7.5	39,445	41,120	42,765	44,476	46,255	48,105	49,789	51,532	53,335	55,202	56,858	58,564	60,320	61,828	63,374	64,959	66,583	68,248	69,613
194	US-16	8.0	34,128	35,578	37,002	38,481	40,021	41,622	43,078	44,586	46,146	47,762	49,194	50,670	52,190	53,496	54,833	56,203	57,608	59,049	60,230
194	US-17	8.0	35,500	37,009	38,489	40,029	41,630	43,295	44,811	46,379	48,002	49,682	51,172	52,708	54,289	55,646	57,037	58,463	59,925	61,423	62,651
194	US-18	8.0	36,928	38,497	40,037	41,638	43,304	45,036	46,612	48,243	49,932	51,680	53,230	54,827	56,472	57,884	59,331	60,814	62,335	63,893	65,171
194	US-19	8.0	40,657	42,385	44,080	45,844	47,677	49,584	51,320	53,116	54,975	56,899	58,606	60,365	62,175	63,730	65,323	66,956	68,630	70,345	71,752
194	US-20	8.0	42,292	44,089	45,853	47,687	49,595	51,578	53,383	55,252	57,186	59,187	60,963	62,792	64,675	66,292	67,949	69,648	71,390	73,175	74,638
199	US-08	8.0	25,537	26,623	27,688	28,795	29,947	31,145	32,235	33,363	34,531	35,740	36,812	37,916	39,054	40,030	41,031	42,057	43,108	44,186	45,069
199	US-09	8.0	26,566	27,695	28,802	29,956	31,153	32,399	33,533	34,707	35,922	37,179	38,294	39,443	40,626	41,642	42,683	43,750	44,843	45,965	46,884
199	US-14	8.0	32,354	33,729	35,078	36,482	37,941	39,458	40,840	42,269	43,749	45,279	46,638	48,037	49,479	50,716	51,994	53,282	54,615	55,980	57,100
199	US-19	8.0	41,705	43,477	45,216	47,025	48,906	50,862	52,643	54,485	56,392	58,366	60,117	61,921	63,778	65,372	67,006	68,681	70,399	72,158	73,601
199	US-20	8.0	43,382	45,225	47,035	48,916	50,873	52,908	54,759	56,676	58,659	60,712	62,534	64,410	66,342	68,001	69,701	71,443	73,230	75,061	76,562
209	US-24	8.0	56,447	58,846	61,200	63,648	66,194	68,842	71,251	73,745	76,326	78,997	81,368	83,808	86,322	88,481	90,692	92,960	95,284	97,666	99,619



An employee with 15 years of full-time and continuous service with Fairfax County Public Schools and two years at step 18 of his or her current grade is eligible for a longevity step increment. Credit towards longevity step increments only occurs during years in which step increases are granted.

FY 2017 UNIFIED SCALE
Less-than-260-day (Less-than-12-month) Annual

Days	Grade	Daily Step		Annual																		
		Hours	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Long
214	US-08	8.0	27,462	28,629	29,775	30,966	32,205	33,492	34,665	35,878	37,134	38,434	39,587	40,774	41,997	43,048	44,124	45,227	46,357	47,517	48,467	
214	US-09	8.0	28,568	29,782	30,974	32,214	33,501	34,842	36,061	37,323	38,629	39,981	41,181	42,416	43,689	44,781	45,900	47,048	48,224	49,430	50,418	
214	US-10	8.0	29,718	30,982	32,221	33,510	34,850	36,244	37,513	38,826	40,185	41,591	42,838	44,124	45,447	46,584	47,748	48,942	50,165	51,419	52,448	
219	US-08	8.0	28,104	29,298	30,471	31,690	32,957	34,275	35,475	36,716	38,002	39,332	40,512	41,727	42,979	44,054	45,155	46,284	47,441	48,627	49,599	
219	US-09	8.0	29,236	30,478	31,697	32,966	34,284	35,656	36,903	38,195	39,532	40,915	42,143	43,407	44,709	45,827	46,973	48,147	49,350	50,584	51,596	
219	US-10	8.0	30,412	31,705	32,973	34,293	35,664	37,091	38,389	39,733	41,123	42,562	43,839	45,155	46,509	47,672	48,864	50,086	51,337	52,621	53,673	
219	US-11	7.5	29,668	30,919	32,155	33,441	34,779	36,171	37,437	38,747	40,103	41,506	42,751	44,034	45,355	46,489	47,651	48,842	50,063	51,315	52,341	
219	US-12	7.5	30,850	32,162	33,448	34,766	36,177	37,625	38,941	40,304	41,715	43,175	44,470	45,804	47,179	48,358	49,567	50,806	52,076	53,378	54,445	
219	US-12	8.0	32,907	34,306	35,678	37,105	38,589	40,133	41,537	42,991	44,496	46,054	47,435	48,658	50,324	51,582	52,871	54,193	55,548	56,936	58,075	
219	US-13	8.0	34,230	35,685	37,112	38,597	40,141	41,747	43,207	44,719	46,285	47,905	49,342	50,823	52,346	53,656	54,997	56,372	57,781	59,226	60,410	
219	US-14	8.0	35,606	37,119	38,604	40,148	41,754	43,424	44,944	46,517	48,146	49,830	51,325	52,865	54,451	55,813	57,208	58,637	60,104	61,606	62,839	
219	US-15	8.0	37,037	38,611	40,156	41,761	43,432	45,169	46,750	48,387	50,080	51,832	53,388	54,990	56,640	58,055	59,507	60,994	62,519	64,082	65,364	
219	US-16	8.0	38,526	40,163	41,770	43,440	45,178	46,986	48,629	50,332	52,093	53,916	55,534	57,200	58,916	60,389	61,899	63,446	65,032	66,658	67,992	
219	US-17	8.0	40,075	41,778	43,449	45,187	46,995	48,875	50,585	52,355	54,188	56,085	57,766	59,500	61,285	62,817	64,387	65,997	67,647	69,338	70,725	
219	US-18	8.0	41,687	43,458	45,197	47,004	48,884	50,840	52,619	54,460	56,367	58,340	60,090	61,893	63,749	65,343	66,976	68,651	70,368	72,127	73,569	
219	US-19	8.0	45,896	47,847	49,771	51,762	53,832	55,986	58,225	60,262	62,372	64,555	66,814	68,819	70,883	73,009	74,835	76,706	78,624	80,590	82,604	84,257
219	US-20	8.0	47,742	49,771	51,762	53,832	55,986	58,225	60,262	62,372	64,555	66,814	68,819	70,883	73,009	74,835	76,706	78,624	80,590	82,604	84,257	
219	US-21	8.0	49,656	51,767	53,838	55,991	58,231	60,560	62,679	64,874	67,143	69,493	71,579	73,726	75,937	77,836	79,782	81,776	83,821	85,916	87,635	
219	US-22	8.0	51,650	53,845	55,999	58,239	60,569	62,992	65,196	67,477	69,840	72,284	74,452	76,686	78,986	80,961	82,985	85,060	87,187	89,366	91,154	
219	US-23	8.0	56,867	59,284	61,655	64,121	66,686	69,353	71,781	74,293	76,893	79,584	81,972	84,431	86,964	89,138	91,367	93,651	95,992	98,392	100,360	
219	US-24	8.0	59,148	61,661	64,128	66,693	69,361	72,136	74,660	77,273	79,978	82,777	85,261	87,818	90,452	92,714	95,032	97,407	99,843	102,339	104,386	
219	US-25	8.0	61,522	64,136	66,701	69,370	72,144	75,030	77,656	80,374	83,186	86,099	88,682	91,342	94,082	96,435	98,845	101,316	103,849	106,445	108,574	
219	US-26	8.0	63,989	66,710	69,377	72,153	75,039	78,041	80,772	83,599	86,525	89,554	92,240	95,007	97,857	100,304	102,812	105,382	108,016	110,717	112,931	
219	US-27	8.0	66,556	69,385	72,160	75,046	78,049	81,170	84,011	86,951	89,995	93,145	95,939	98,817	101,781	104,326	106,935	109,608	112,348	115,157	117,460	



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FY 2017 Salary Scales

FY 2017 UNIFIED SCALE 260-day (12-Month) Annual

Step Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Long
US-01	18,898																		
US-02	23,113	24,095	25,060	26,062	27,104	28,188	29,175	30,196	31,253	32,347	33,317	34,317	35,346	36,230	37,136	38,064	39,016	39,991	40,791
US-03	25,017	26,080	27,124	28,209	29,336	30,510	31,578	32,684	33,828	35,011	36,062	37,143	38,258	39,214	40,194	41,200	42,230	43,285	44,151
US-04	26,026	27,132	28,217	29,346	30,520	31,741	32,852	34,001	35,191	36,423	37,515	38,641	39,800	40,795	41,816	42,861	43,932	45,030	45,931
US-05	27,072	28,223	29,351	30,527	31,747	33,017	34,172	35,369	36,607	37,887	39,024	40,195	41,401	42,435	43,496	44,584	45,698	46,841	47,778
US-06	28,166	29,362	30,537	31,758	33,029	34,350	35,552	36,797	38,084	39,417	40,600	41,818	43,072	44,149	45,253	46,384	47,543	48,732	49,707
US-07	29,298	30,543	31,765	33,035	34,357	35,731	36,982	38,276	39,616	41,001	42,233	43,499	44,804	45,924	47,072	48,249	49,455	50,692	51,705
US-08	30,478	31,773	33,045	34,367	35,741	37,170	38,471	39,818	41,212	42,654	43,934	45,252	46,600	47,775	48,969	50,193	51,448	52,735	53,789
US-09	31,706	33,003	34,375	35,751	37,180	38,668	40,021	41,422	42,871	44,362	45,703	47,074	48,486	49,698	50,941	52,214	53,519	54,858	55,955
US-10	32,982	34,384	35,759	37,190	38,677	40,224	41,632	43,089	44,597	46,158	47,542	48,969	50,438	51,699	52,992	54,317	55,674	57,066	58,207
US-11	34,308	35,766	37,196	38,684	40,231	41,842	43,306	44,821	46,390	48,013	49,453	50,937	52,465	53,777	55,121	56,500	57,912	59,360	60,547
US-12	35,687	37,204	38,692	40,240	41,849	43,523	45,046	46,623	48,255	49,944	51,442	52,985	54,575	55,939	57,338	58,771	60,240	61,746	62,981
US-13	37,122	38,700	40,247	41,857	43,532	45,273	46,857	48,497	50,195	51,951	53,510	55,116	56,768	58,189	59,643	61,134	62,662	64,229	65,513
US-14	38,614	40,255	41,865	43,540	45,281	47,093	48,741	50,447	52,213	54,039	55,661	57,331	59,051	60,528	62,041	63,591	65,181	66,811	68,147
US-15	40,166	41,873	43,548	45,289	47,101	48,985	50,700	52,474	54,310	56,211	57,898	59,635	61,424	62,959	64,533	66,147	67,800	69,495	70,885
US-16	41,780	43,556	45,298	47,110	48,995	50,955	52,737	54,583	56,493	58,471	60,225	62,032	63,893	65,491	67,128	68,805	70,526	72,289	73,735
US-17	43,460	45,307	47,119	49,005	50,965	53,004	54,858	56,778	58,766	60,822	62,646	64,526	66,462	68,124	69,826	71,573	73,361	75,196	76,700
US-18	45,208	47,129	49,014	50,974	53,014	55,134	57,064	59,060	61,128	63,268	65,166	67,121	69,134	70,863	72,634	74,451	76,312	78,220	79,784
US-19	49,774	51,889	53,964	56,123	58,368	60,703	62,827	65,027	67,302	69,657	71,747	73,900	76,117	78,020	79,970	81,969	84,019	86,119	87,841
US-20	51,775	53,975	56,134	58,379	60,715	63,144	65,353	67,641	70,008	72,458	74,633	76,871	79,177	81,157	83,186	85,265	87,397	89,582	91,374
US-21	53,851	56,140	58,386	60,721	63,150	65,676	67,974	70,354	72,815	75,364	77,625	79,954	82,352	84,411	86,522	88,684	90,901	93,174	95,038
US-22	56,013	58,394	60,729	63,159	65,685	68,313	70,703	73,177	75,739	78,390	80,741	83,164	85,659	87,800	89,995	92,246	94,552	96,915	98,854
US-23	61,671	64,292	66,863	69,537	72,319	75,212	77,844	80,569	83,389	86,307	88,897	91,563	94,310	96,668	99,085	101,562	104,101	106,704	108,838
US-24	64,144	66,870	69,545	72,327	75,220	78,230	80,967	83,801	86,734	89,770	92,463	95,236	98,093	100,546	103,060	105,636	108,277	110,984	113,204
US-25	66,719	69,554	72,336	75,230	78,238	81,369	84,633	87,595	90,214	93,372	96,173	99,059	102,030	104,581	107,195	109,875	112,622	115,437	117,746
US-26	69,395	72,345	75,238	78,248	81,378	84,633	87,595	90,661	93,835	97,119	100,032	103,032	106,124	108,777	111,497	114,284	117,141	120,070	122,471
US-27	72,178	75,246	78,256	81,386	84,642	88,027	91,108	94,297	97,597	101,013	104,043	107,164	110,379	113,139	115,968	118,867	121,839	124,885	127,382
US-28	75,073	78,263	81,393	84,649	88,035	91,557	94,761	98,078	101,511	105,063	108,215	111,462	114,806	117,676	120,618	123,633	126,724	129,892	132,490
US-29	78,084	81,403	84,659	88,045	91,567	95,230	98,563	102,012	105,583	109,278	112,556	115,933	119,411	122,396	125,456	128,593	131,807	135,102	137,804
US-30	81,215	84,667	88,053	91,576	95,239	99,048	102,515	106,103	109,816	113,660	117,070	120,582	124,199	127,304	130,487	133,749	137,093	140,521	143,330
US-31	84,469	88,059	91,581	95,245	99,054	103,016	106,621	110,363	114,216	118,213	121,760	125,413	129,175	132,404	135,715	139,108	142,585	146,150	149,073
US-32	87,853	91,586	95,251	99,060	103,023	107,144	110,894	114,775	118,792	122,950	126,637	130,437	134,351	137,710	141,152	144,681	148,298	152,005	155,045
US-33	91,367	95,250	99,061	103,023	107,145	111,429	115,330	119,366	123,544	127,868	131,703	135,654	139,725	143,218	146,799	150,467	154,230	158,085	161,247
LT-1	141,937	147,615	152,781	158,128	162,872	167,758	171,952	176,251	179,776	183,371	187,039	190,780	194,596	198,488	202,457	206,506	210,637	214,849	219,145
LT-2	147,403	153,300	158,666	164,220	169,146	174,220	178,576	183,040	186,701	190,435	194,244	198,129	202,091	206,133	210,256	214,461	218,751	223,125	227,586



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FY 2017 UNIFIED SCALE
260-day (12-month)

Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Long	
Grade	13,1300																			
US-01	13,1300																			
US-02 *	44,1424	44,5846	42,0482	42,5299	43,0309	43,5523	44,0267	44,5175	45,0257	45,5518	46,0181	16,4986	16,9937	17,4185	17,8540	18,3002	18,7577	19,2266	19,6112	19,6112
US-03 *	42,0278	42,6389	43,0404	43,5622	44,1043	44,6685	45,1821	45,7136	16,2635	16,8326	17,3375	17,8576	18,3935	18,8532	19,3244	19,8078	20,3029	20,8104	21,2267	21,2267
US-04 *	42,5125	43,0444	43,5661	44,1088	44,6732	45,2602	45,7943	16,3469	16,9192	17,5114	18,0365	18,5777	19,1350	19,6134	20,1041	20,6063	21,1216	21,6495	22,0824	22,0824
US-05 *	43,0458	43,5690	44,1115	44,6765	45,2633	45,8737	46,4291	17,0044	17,5996	18,2152	18,7618	19,3247	19,9044	20,4019	20,9119	21,4348	21,9704	22,5200	22,9703	22,9703
US-06	13,5414	14,1168	14,6814	15,2687	15,8794	16,5145	17,0926	17,6909	18,3100	18,9507	19,5193	20,1051	20,7081	21,2257	21,7563	22,3002	22,8576	23,4290	23,8978	23,8978
US-07	14,0858	14,6843	15,2720	15,8825	16,5179	17,1784	17,7799	18,4022	19,0463	19,7124	20,3044	20,9134	21,5405	22,0792	22,6312	23,1969	23,7767	24,3712	24,8586	24,8586
US-08	14,6531	15,2759	15,8871	16,5226	17,1835	17,8706	18,4961	19,1434	19,8136	20,5072	21,1223	21,7558	22,4086	22,9690	23,5431	24,1317	24,7349	25,3534	25,8604	25,8604
US-09	15,2433	15,8910	16,5266	17,1882	17,8754	18,5905	19,2410	19,9145	20,6114	21,3327	21,9729	22,6320	23,3109	23,8936	24,4911	25,1032	25,7307	26,3741	26,9015	26,9015
US-10	15,8568	16,5309	17,1920	17,8800	18,5950	19,3388	20,0156	20,7162	21,4413	22,1915	22,9572	23,5431	24,2494	24,8557	25,4770	26,1140	26,7667	27,4357	27,9844	27,9844
US-11	16,4943	17,1956	17,8830	18,5983	19,3423	20,1164	20,8203	21,5490	22,3030	23,0836	23,7759	24,4893	25,2238	25,8545	26,5008	27,1635	27,8426	28,5387	29,1092	29,1092
US-12	17,1574	17,8867	18,6022	19,3464	20,1198	20,9249	21,6572	22,4150	23,1998	24,0119	24,7319	25,4740	26,2382	26,8941	27,5664	28,2555	28,9619	29,6859	30,2796	30,2796
US-13	17,8474	18,6058	19,3498	20,1239	20,9290	21,7662	22,5275	23,3162	24,1325	24,9769	25,7264	26,4982	27,2927	27,9756	28,6747	29,3914	30,1264	30,8794	31,4971	31,4971
US-14	18,5646	19,3535	20,1276	20,9329	21,7700	22,6409	23,4333	24,2535	25,1025	25,9806	26,7602	27,5632	28,3902	29,1001	29,8275	30,5727	31,3374	32,1208	32,7633	32,7633
US-15	19,3106	20,1313	20,9366	21,7739	22,6450	23,5508	24,3750	25,2282	26,1109	27,0247	27,8357	28,6709	29,5311	30,2692	31,0259	31,8015	32,5966	33,4115	34,0797	34,0797
US-16	20,0869	20,9407	21,7783	22,6493	23,5554	24,4977	25,3548	26,2423	27,1605	28,1113	28,9546	29,8233	30,7181	31,4882	32,2732	33,0798	33,9070	34,7546	35,4499	35,4499
US-17	20,8946	21,7825	22,6638	23,5601	24,5025	25,4827	26,3745	27,2974	28,2529	29,2417	30,1186	31,0224	31,9530	32,7521	33,5706	34,4101	35,2701	36,1520	36,8751	36,8751
US-18	21,7350	22,6583	23,5649	24,5071	25,4877	26,5072	27,4348	28,3946	29,3889	30,4177	31,3300	32,2700	33,2379	34,0690	34,9205	35,7938	36,6886	37,6059	38,3581	38,3581
US-19	23,9299	24,9469	25,9445	26,9826	28,0616	29,1842	30,2057	31,2630	32,3569	33,4894	34,4942	35,5293	36,5949	37,5097	38,4474	39,4084	40,3938	41,4034	42,2314	42,2314
US-20	24,8923	25,9498	26,9879	28,0673	29,1902	30,3578	31,4200	32,5199	33,6580	34,8360	35,9813	36,9576	38,0660	39,0178	39,9934	40,9932	42,0182	43,0687	43,9302	43,9302
US-21	25,8902	26,9905	28,0703	29,1928	30,3607	31,5750	32,6801	33,8242	35,0076	36,2329	37,3200	38,4398	39,5927	40,5826	41,5972	42,6369	43,7028	44,7955	45,6916	45,6916
US-22	26,9296	28,0741	29,1971	30,3650	31,5797	32,8430	33,9922	35,1817	36,4134	37,6878	38,8182	39,9828	41,1823	42,2119	43,2673	44,3491	45,4579	46,5942	47,5263	47,5263
US-23	29,6498	30,9097	32,1460	33,4317	34,7689	36,1599	37,4254	38,7355	40,0911	41,4941	42,7391	44,0211	45,3416	46,4754	47,6374	48,8282	50,0488	51,3001	52,3263	52,3263
US-24	30,8387	32,1493	33,4355	34,7730	36,1639	37,6106	38,9268	40,2892	41,6992	44,1589	44,4538	45,7868	47,1603	48,3397	49,5482	50,7867	52,0566	53,3579	54,4251	54,4251
US-25	32,0765	33,4395	34,7772	36,1684	37,6147	39,1198	40,4886	41,9058	43,3722	44,8905	46,2374	47,6246	49,0532	50,2796	51,5365	52,8246	54,1453	55,4990	56,6090	56,6090
US-26	33,3631	34,7815	36,1724	37,6195	39,1243	40,6894	42,1131	43,5871	45,1130	46,6919	48,0925	49,5350	51,0214	52,2968	53,6044	54,9444	56,3180	57,7262	58,8804	58,8804
US-27	34,7013	36,1762	37,6232	39,1281	40,6934	42,3209	43,8023	45,3352	46,9219	48,5643	50,0211	51,5215	53,0673	54,3940	55,7541	57,1477	58,5766	60,0410	61,2418	61,2418
US-28	36,0931	37,6265	39,1315	40,6970	42,3248	44,0178	45,5584	47,1532	48,8035	50,5115	52,0268	53,5876	55,1952	56,5754	57,9896	59,4392	60,9253	62,4485	63,6974	63,6974
US-29	37,5406	39,1363	40,7016	42,3294	44,0230	45,7838	47,3861	49,0446	50,7611	52,5377	54,1139	55,7373	57,4092	58,8447	60,3158	61,8236	63,3690	64,9533	66,2523	66,2523
US-30	39,0461	40,7054	42,3335	44,0271	45,7880	47,6197	49,2861	51,0111	52,7966	54,6446	56,2838	57,9723	59,7113	61,2043	62,7342	64,3027	65,9104	67,5582	68,9091	68,9091
US-31	40,6102	42,3362	44,0295	45,7910	47,6224	49,5272	51,2605	53,0548	54,9119	56,8336	58,5389	60,2948	62,1037	63,6562	65,2476	66,8790	68,5508	70,2648	71,6700	71,6700
US-32	42,2373	44,0322	45,7938	47,6254	49,5307	51,5118	53,3146	55,1805	57,1116	59,1110	60,8836	62,7102	64,5923	66,2068	67,8620	69,5582	71,2974	73,0796	74,5411	74,5411
US-33	43,9268	45,7935	47,6256	49,5304	51,5121	53,5721	55,4473	57,3876	59,3963	61,4752	63,3190	65,2184	67,1758	68,8552	70,5765	72,3403	74,1492	76,0028	77,5227	77,5227
LT-1	68,2391	70,9688	73,4527	76,0234	78,3040	80,6529	82,6695	84,7362	86,4309	88,1596	89,9228	91,7214	93,5558	95,4270	97,3354	99,2821	101,2679	103,2931	105,3586	105,3586
LT-2	70,8673	73,7024	76,2821	78,9520	81,3204	83,7598	85,8539	88,0001	89,7604	91,5657	93,3867	95,2544	97,1595	99,1027	101,0848	103,1067	105,1689	107,2719	109,4167	109,4167



An employee with 15 years of full-time and continuous service with Fairfax County Public Schools and two years at step 18 of his or her current grade is eligible for a longevity step increment.

Credit towards longevity step increments only occurs during years in which step increases are granted.

* The FY 2017 budget included funding the living wage minimum hourly rate of \$13.13. Steps with a rate less than \$13.13 per hour will not be used for initial salary placement.

FY 2017 Salary Scales

FY 2017 UNIFIED SCALE Transportation Optional Pay Plan Less-than-260-day (Less-than-12-month)

Grade	Step 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Long
US-08	16,0413	16,7231	17,3922	18,0879	18,8114	19,5636	20,2484	20,9570	21,6907	22,4500	23,1234	23,8169	24,5315	25,1450	25,7735	26,4179	27,0782	27,7553	28,3103
US-10	17,3590	18,0970	18,8207	19,5739	20,3566	21,1709	21,9118	22,6788	23,4726	24,2939	25,0226	25,7735	26,5467	27,2105	27,8906	28,5880	29,3025	30,0349	30,6356
US-11	18,0569	18,8247	19,5772	20,3602	21,1747	22,0222	22,7927	23,5905	24,4159	25,2705	26,0284	26,8093	27,6134	28,3039	29,0114	29,7369	30,4803	31,2424	31,8669
US-12	18,7828	19,5812	20,3645	21,1792	22,0259	22,9073	23,7089	24,5385	25,3977	26,2867	27,0749	27,8873	28,7239	29,4420	30,1780	30,9323	31,7057	32,4982	33,1482
US-13	19,5382	20,3685	21,1829	22,0304	22,9117	23,8283	24,6617	25,5251	26,4187	27,3431	28,1636	29,0086	29,8783	30,6259	31,3913	32,1758	32,9805	33,8048	34,4810
US-14	20,3234	21,1870	22,0344	22,9160	23,8324	24,7858	25,6533	26,5512	27,4806	28,4419	29,2954	30,1745	31,0798	31,8570	32,6533	33,4691	34,3062	35,1638	35,8672
US-15	21,1400	22,0385	22,9201	23,8367	24,7903	25,7819	26,6842	27,6182	28,5846	29,5849	30,4728	31,3871	32,3288	33,1368	33,9652	34,8143	35,6847	36,5768	37,3083
US-16	21,9899	22,9246	23,8415	24,7950	25,7870	26,8185	27,7568	28,7284	29,7336	30,7745	31,6977	32,6487	33,6282	34,4691	35,3307	36,2137	37,1192	38,0471	38,8083



An employee with 15 years of full-time and continuous service with Fairfax County Public Schools and two years at step 18 of his or her current grade is eligible for a longevity step increment. Credit towards longevity step increments only occurs during years in which step increases are granted.

School Operating Fund Revenue Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
SCHOOL OPERATIONS	1,683,322,285	1,716,988,731	1,768,498,393	1,825,153,345	1,825,153,345	1,913,518,902
CABLE COMMUNICATION	600,000	600,000	600,000	600,000	600,000	600,000
TRANSFERS IN - COUNTY Total	1,683,922,285	1,717,588,731	1,769,098,393	1,825,753,345	1,825,753,345	1,914,118,902
	1,683,922,285	1,717,588,731	1,769,098,393	1,825,753,345	1,825,753,345	1,914,118,902
SALES TAX	166,833,237	171,296,959	180,733,817	182,316,374	185,306,610	192,391,105
SALES TAX RECEIPTS Total	166,833,237	171,296,959	180,733,817	182,316,374	185,306,610	192,391,105
BASIC SCHOOL AID	259,537,199	256,052,379	267,067,683	267,942,479	263,974,756	267,517,968
TEXTBOOKS PAYMENT	0	0	0	1,810,925	1,810,925	1,035,919
GIFTED EDUCATION	2,788,033	2,828,655	2,898,246	2,928,256	2,928,256	3,006,774
REMEDIAL EDUCATION	3,959,007	4,016,690	4,603,520	4,650,759	4,650,759	5,219,307
SPECIAL EDUCATION	38,028,767	38,865,715	40,177,643	40,593,664	40,593,664	45,328,543
VOCATIONAL	1,449,777	1,470,900	2,273,134	2,296,671	2,296,671	1,985,606
SOCIAL SECURITY	15,612,984	15,840,466	16,309,736	16,478,616	16,478,616	17,132,941
STATE RETIREMENT	26,040,226	26,476,208	33,187,756	32,555,315	32,555,315	35,287,051
STATE GROUP LIFE INS.	1,003,692	1,018,316	1,022,910	1,033,502	1,033,502	1,191,363
ENGLISH AS A SECOND LANGUAGE	0	0	0	0	0	12,845,333
SOQ/EQUALIZED ACCOUNTS Total	348,419,685	346,569,329	367,540,628	370,290,187	366,322,464	390,550,805
LIMITED TERM INCENTIVE	4,095,706	10,321,831	0	4,662,073	4,662,073	4,367,215
GOVERNOR'S SCHOOL	2,441,092	2,559,720	2,703,834	2,739,951	2,739,951	3,298,681
INCENTIVE PROGRAMS Total	6,536,798	12,881,551	2,703,834	7,402,024	7,402,024	7,665,896
HOMEBOUND	357,211	368,794	340,733	347,548	347,548	350,617
CATEGORICAL PROGRAMS Total	357,211	368,794	340,733	347,548	347,548	350,617
TEXTBOOK LOTTERY	5,003,404	5,076,304	5,468,024	3,713,718	3,713,718	5,192,075
AT RISK	2,197,472	2,182,790	2,500,261	2,524,836	2,524,836	2,536,655
FOSTER CARE	414,871	315,457	352,405	371,514	371,514	351,284
REDUCED K-3 PROJECTS	4,182,720	4,394,479	4,793,024	4,845,524	4,845,524	5,000,830
LIMITED TERM SUPPORT LOTTERY	0	0	0	0	0	2,973,870
VOC OCCUPATIONAL PREPARATION	346,041	394,092	429,429	418,571	418,571	418,571
ENGLISH AS A SECOND LANGUAGE	12,535,873	12,410,424	12,650,482	12,877,889	12,877,889	0
SPECIAL EDUCATION REGIONAL	46,914	24,839	11,454	24,700	24,700	11,322
EARLY READING INTERVENTION	1,260,704	1,222,168	1,262,258	1,274,492	1,274,492	1,267,727
SOL ALGEBRA READINESS	592,934	605,413	645,294	652,134	652,134	685,858
LOTTERY FUNDED Total	26,580,933	26,625,966	28,112,631	26,703,378	26,703,378	18,438,192
VISUALLY HANDICAPPED AID	99,688	0	0	86,467	86,467	86,467
OTHER STATE AID Total	99,688	0	0	86,467	86,467	86,467
STATE GRANTS	176,066	370,201	363,809	140,549	140,549	140,549
STATE REVENUE	945,035	760,000	705,000	840,000	712,500	840,000
STATE GRANTS Total	1,121,101	1,130,201	1,068,809	980,549	853,049	980,549
STATE REVENUE Total	549,948,652	558,872,800	580,500,452	588,126,527	587,021,541	610,463,631
IMPACT AID	3,430,125	2,310,769	2,521,640	2,998,131	2,998,131	2,998,131
IMPACT AID-SEVERE DISBLD DOD	238,965	191,938	204,231	250,000	250,000	250,000
IMPACT AID Total	3,669,090	2,502,707	2,725,871	3,248,131	3,248,131	3,248,131
EDUCATION JOBS FUND	407,713	0	0	0	0	0
FEDERAL GRANTS	99,218	47,916	313,937	0	3,609	0
PRESCHOOL	825,849	745,047	710,665	730,708	750,557	730,708
SPECIAL EDUCATION-PERKINS	79,179	80,684	78,936	82,000	82,000	82,000
FEDERAL REVENUE	490,297	37,099	72,006	0	0	0
SPEC ED HEARING APPEALS-FEDERAL	0	25,540	0	37,630	37,630	37,630
PROF TECH EDUCATION-PERKINS	1,544,591	1,524,868	1,400,021	1,578,785	1,709,574	1,578,785
FEDERAL GRANTS Total	3,446,847	2,461,155	2,575,564	2,429,123	2,583,370	2,429,123
E-RATE REBATE	2,347,472	2,165,685	1,941,223	2,500,000	2,500,000	2,500,000
E-RATE Total	2,347,472	2,165,685	1,941,223	2,500,000	2,500,000	2,500,000
IDEA	32,864,041	36,997,294	34,004,180	33,523,856	41,683,387	33,523,856
SPECIAL EDUCATION Total	32,864,041	36,997,294	34,004,180	33,523,856	41,683,387	33,523,856
NJROTC PROGRAM	565,546	565,577	556,057	518,200	518,200	518,200
JUNIOR ROTC PROGRAM Total	565,546	565,577	556,057	518,200	518,200	518,200
FEDERAL REVENUE Total	42,892,996	44,692,417	41,802,895	42,219,310	50,533,088	42,219,310

School Operating Fund Revenue Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
FAIRFAX CITY EDUCATION CONTRACT	43,522,681	41,985,113	42,426,048	42,881,222	44,005,676	44,655,699
FAIRFAX CITY Total	43,522,681	41,985,113	42,426,048	42,881,222	44,005,676	44,655,699
CITY REVENUE Total	43,522,681	41,985,113	42,426,048	42,881,222	44,005,676	44,655,699
OUT-OF-COUNTY INDIVIDUALS	484,740	298,827	325,152	310,970	310,970	310,970
GOVERNOR'S SCHOOL	4,110,815	4,365,218	4,752,839	4,396,027	4,396,027	4,603,895
VA SCHOOL DISTRICTS (SPECIAL ED)	425,983	228,553	157,462	1,000,000	1,000,000	1,000,000
DAY SCHOOL TUITION Total	5,021,538	4,892,598	5,235,454	5,706,997	5,706,997	5,914,865
ALTERNATIVE SCHOOL	15,074	4,044	16,791	20,450	20,450	20,450
ADULT GENERAL EDUCATION	145,390	114,652	97,505	154,843	154,843	154,843
VOC EDUCATION LPN	24,385	48,644	27,005	52,347	52,347	52,347
ADULT TUITION Total	184,849	167,340	141,301	227,640	227,640	227,640
DUES DEDUCTION FEES	94,739	98,882	94,578	50,000	50,000	50,000
STAFF DEVELOPMENT FEES	0	0	0	51,839	51,839	51,839
MONOPOLE FEE	1,385,465	1,547,420	1,557,698	1,037,840	1,037,840	1,037,840
OTHER FEES Total	1,480,203	1,646,302	1,652,276	1,139,679	1,139,679	1,139,679
MUSICAL INSTRUMENT REPAIR FEES	316,472	313,226	353,157	214,200	214,200	214,200
NATIONAL SYMPHONY CONCERT FEES	42,904	46,569	41,896	85,491	85,491	85,491
FIELD TRIP FEES	123,891	147,752	346,528	52,820	52,820	52,820
STUDENT PARKING FEES	1,008,713	1,093,060	1,013,069	1,168,000	1,168,000	1,168,000
ATHLETIC FEES	239,797	55,738	31,595	0	0	0
SCHOOL FEES Total	1,731,777	1,656,344	1,786,245	1,520,511	1,520,511	1,520,511
TUITION FEES & OTHER CHGS FOR SERVICES Total	8,418,367	8,362,583	8,815,276	8,594,827	8,594,827	8,802,695
REBATES & INSURANCE PROCEEDS	1,411,128	1,413,587	1,416,762	1,361,015	1,361,015	1,361,015
VANDALISM & REPAIR	1,308	2,877	1,530	16,320	16,320	16,320
INSURANCE CLAIMS & RESTITUTION Total	1,412,436	1,416,463	1,418,292	1,377,335	1,377,335	1,377,335
FAIRFAX EDUCATION FOUNDATION	12,234	42,500	0	0	0	0
PRIVATE INDUSTRY GRANTS	5,000	8,000	0	0	0	0
PRIVATE GRANTS Total	17,234	50,500	0	0	0	0
MISCELLANEOUS REVENUE	1,275,420	968,672	1,184,263	1,181,854	1,181,854	1,181,854
LOCAL FUND EXPENDITURES	6,022,210	6,341,594	6,742,231	5,147,971	5,147,971	5,347,971
EMPLOYEES ON LOAN TO OTHER AGENCIES	0	0	0	90,000	90,000	90,000
EXTRA CURRICULAR CHARGES	0	0	0	20,400	20,400	20,400
OTHER REVENUE Total	7,297,631	7,310,266	7,926,494	6,440,225	6,440,225	6,640,225
PTA/PTO DONATIONS	0	72,533	124,078	0	0	0
OTHER DONATIONS	15,000	0	0	0	0	0
DONATIONS Total	15,000	72,533	124,078	0	0	0
MISCELLANEOUS REVENUE Total	8,742,301	8,849,763	9,468,864	7,817,560	7,817,560	8,017,560
FACILITIES USE RENTAL INCOME	1,271,072	1,264,124	1,449,227	1,357,445	1,357,445	1,357,445
FACILITIES USE PERSONNEL SERVICES	1,365,372	1,387,157	1,534,350	1,420,000	1,420,000	1,785,115
FACILITIES USE- SPECIAL FEES	196,199	224,932	352,369	28,899	28,899	28,899
FACILITIES USE-CUMMULATIVE DEPOSITS	2,158	(2,968)	0	0	0	0
FACILITIES USE Total	2,834,801	2,873,245	3,335,945	2,806,344	2,806,344	3,171,459
SALE OF USED EQUIPMENT	117,742	244,610	208,678	78,000	78,000	78,000
SALE OF VEHICLES	125,318	35,931	54,341	91,800	91,800	91,800
SALE OF SALVAGE	0	0	0	5,000	5,000	5,000
SALE OF PROPERTY Total	243,060	280,541	263,018	174,800	174,800	174,800
INTEREST ON POOLED CASH	438	363	57	0	0	0
USE OF MONEY Total	438	363	57	0	0	0
REVENUE FROM USE OF MONEY & PROPERTY Total	3,078,299	3,154,149	3,599,021	2,981,144	2,981,144	3,346,259
TOTAL REVENUE	2,340,525,581	2,383,505,556	2,455,710,949	2,518,373,936	2,526,707,180	2,631,624,057

School Operating Fund Expenditure Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
DIVISION SUPT	312,805	265,000	269,417	280,100	280,100	289,904
DEPUTY SUPT	228,499	231,601	191,917	211,396	211,396	218,795
DIVISION CHIEF	0	0	551,047	569,571	577,189	594,619
ASSISTANT SUPT	2,509,483	2,570,260	2,035,006	1,891,679	1,833,903	1,948,672
DIVISIONWIDE COUNSEL	197,284	168,619	175,743	181,557	181,556	187,040
ACTING ADMINISTRATOR	0	79,855	0	0	167,471	0
LEADERSHIP TEAM Total	3,248,071	3,315,336	3,223,128	3,134,302	3,251,615	3,239,029
PRINCIPAL ES	16,829,969	17,248,960	17,848,623	18,591,087	18,497,156	19,071,044
PRINCIPAL MS	2,898,741	2,925,607	3,088,242	3,162,049	3,129,037	3,210,617
PRINCIPAL HS	3,198,964	3,285,470	3,229,437	3,588,686	3,596,101	3,696,616
PRINCIPAL SPECL ED	852,670	884,816	851,798	934,770	919,186	947,438
PRINCIPAL ALT HS	247,590	257,567	241,551	370,517	390,554	404,320
PRINCIPALS Total	24,027,933	24,602,421	25,259,652	26,647,109	26,532,034	27,330,036
ASST PRINCIPAL ES	17,407,998	18,719,314	19,106,587	19,416,243	19,619,291	19,498,584
ASST PRINCIPAL MS	5,307,821	5,632,827	5,714,586	5,614,652	5,637,085	5,612,536
ASST PRINCIPAL HS	12,621,156	13,179,013	12,834,149	12,429,988	13,444,075	12,801,722
ASST PRINCIPAL SP ED	2,688,976	2,933,364	2,927,823	2,828,052	2,874,970	2,825,052
ASST PRINCIPAL ALT	540,500	547,470	502,109	567,962	606,072	617,483
STUDT ACT DIRECTOR	2,673,017	2,736,940	2,776,571	2,891,969	2,832,723	2,916,192
STUDENT SERVICES DIRECTOR	5,411,458	5,527,959	5,551,392	5,745,292	5,711,115	5,879,312
ASSISTANT PRINCIPALS Total	46,650,927	49,276,887	49,413,217	49,494,159	50,725,331	50,150,879
EXECUTIVE PRINCIPAL	0	0	974,055	1,004,704	983,211	1,003,637
DIRECTOR	4,946,819	5,054,659	4,074,883	4,392,091	4,444,835	4,630,024
COORDINATOR	11,482,632	11,954,394	12,309,138	12,516,710	12,676,401	12,772,474
SUPERVISORS Total	16,429,451	17,009,053	17,358,076	17,913,504	18,104,446	18,406,135
HEARING OFFICER/ASST	777,237	829,746	845,763	883,478	747,887	767,838
EXECUTIVE ASSISTANT	345,498	359,422	241,667	263,539	242,560	251,253
AUDITOR	373,308	394,118	587,255	747,772	721,681	735,135
FUNCTIONAL SUPERVISOR	7,968,959	8,408,140	7,993,349	8,598,618	9,430,864	9,128,479
ATTORNEY	264,489	305,125	383,166	401,231	402,593	413,884
CERTIFIED ATHLETIC TRAINER	1,720,034	1,742,896	1,644,251	1,769,413	1,749,112	1,812,879
PSYCHOLOGIST	11,506,945	12,278,265	12,438,690	13,037,076	12,843,661	13,123,738
SOCIAL WORKER	10,845,628	11,724,326	11,775,619	12,402,635	12,216,795	12,575,246
INSTRUCTIONAL SPECIALIST	12,630,365	13,485,881	13,172,237	12,346,600	13,481,500	12,889,903
BUSINESS SPECIALIST	17,266,758	18,133,152	18,011,731	17,926,830	19,213,144	18,747,785
TECH SPECIALIST	48,052,209	49,704,374	48,970,356	49,932,667	52,121,109	51,256,757
SPECIALISTS Total	111,751,431	117,365,446	116,064,084	118,309,858	123,170,906	121,702,896
TECHNICIAN	17,455,434	18,483,664	17,861,295	18,738,971	19,000,422	19,123,691
SAFETY/SECURTY SPEC	2,861,713	2,880,744	2,897,169	2,986,173	3,007,081	3,094,508
CAREER CENTER SPEC	1,243,786	1,297,668	1,372,704	1,421,947	1,465,419	1,474,830
SAFETY/SECURTY ASST	4,133,813	4,279,283	4,328,748	4,350,320	4,348,301	4,458,470
TECHNICAL PERSONNEL Total	25,694,746	26,941,358	26,459,916	27,497,410	27,821,222	28,151,498
TCHR KINDERGARTEN	36,192,126	37,885,663	36,192,357	38,003,325	37,387,618	37,185,134
TCHR ES (1-6)	234,513,217	242,944,078	242,841,845	253,889,845	248,011,808	262,737,126
TCHR ES - PE/MUSIC/ART	43,800,658	45,804,880	47,086,820	55,096,222	52,905,910	57,784,654
TCHR MS	87,365,769	90,947,166	90,629,911	99,832,173	97,570,229	105,565,974
TCHR HS	168,378,317	172,921,253	172,914,278	189,527,747	185,420,765	199,271,874
TCHR SPECIAL ED	187,006,006	194,607,286	194,971,613	207,379,913	202,791,085	217,287,297
TCHR READING	11,527,336	12,143,410	12,389,950	14,763,486	12,763,150	15,546,605
TCHR ES ART	240,549	212,496	222,063	237,903	241,543	253,333
TCHR FECEP	0	293,162	403,426	0	317,412	0
TCHR GT RESOURCE	6,681,874	7,284,776	7,663,308	6,431,000	8,251,969	6,894,819
TCHR INSTMTNL MUSIC	10,577,826	11,300,036	11,501,888	12,218,395	12,110,671	12,821,454
TCHR PROF TECH	20,505,996	21,715,727	21,823,204	22,498,097	22,079,217	24,063,157
TCHR WORK EXPER PRG	261,618	188,685	162,158	316,050	121,076	271,155
TCHR INSTRL SUPPORT	30,036,890	31,231,696	32,944,707	19,578,859	32,971,382	21,015,506
SCHOOL COUNS SVS MS/HS	23,168,441	23,798,347	24,183,263	25,036,739	25,596,034	26,603,486
SCHOOL COUNS SVS ES	14,609,917	14,952,745	14,918,128	15,258,459	15,282,015	15,963,802
LIBRARIAN	16,141,401	16,378,647	16,539,627	17,494,340	17,449,810	18,424,788
AUDIOLOGIST	1,167,776	1,200,254	1,307,443	1,258,525	1,320,151	1,310,979
TCHR STAFFNG RESRVE	0	0	0	12,167,453	6,106,478	19,267,188
PHYS/OCC THERAPIST	6,183,232	6,289,514	6,314,287	6,707,354	6,478,406	6,886,164
TCHR PROF TECH ACAD	4,544,049	4,698,587	4,542,096	4,920,693	5,289,575	5,296,269
TCHR ALTERNATIVE ED	11,533,768	12,131,958	11,605,821	12,722,760	11,658,011	13,060,514
TCHR ESL	6,107,187	6,442,002	6,772,446	7,776,886	7,660,598	8,751,174
TCHR PROF TECH PROJ	255,460	270,193	279,723	304,640	275,397	300,504
TCHR LAB	1,284,438	1,290,679	1,306,354	1,337,541	1,320,497	1,412,578
TEACHERS Total	922,083,852	956,933,240	959,516,716	1,024,758,406	1,011,380,804	1,077,975,536

School Operating Fund Expenditure Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
INSTRUCTL ASSIST K	16,219,248	16,954,339	16,313,998	17,281,166	17,206,958	16,850,861
INSTRL ASSIST GENRL	7,734,882	7,440,423	6,592,868	7,885,753	7,300,044	7,830,323
INSTRL ASSIST SP ED	42,675,292	44,973,036	46,471,147	50,102,423	49,612,395	51,700,807
INSTRL ASSIST ALT	287,741	255,453	240,607	297,231	245,823	309,328
INSTRL ASSIST SP PRG	296,713	417,236	450,007	388,772	503,336	396,732
INSTRL ASSIST RESRV	0	0	0	1,018,972	2,744,823	1,986,519
INSTRUCTIONAL ASSISTANTS Total	67,213,875	70,040,488	70,068,627	76,974,317	77,613,379	79,074,569
PUB HLTH TRN ASSIST	7,350,630	7,868,038	8,429,852	7,861,483	8,161,186	8,803,321
SPECIAL EDUCATION ATTENDANT	3,031,889	3,295,440	3,207,241	3,455,356	3,179,494	3,678,651
SPECIALIZED ASSISTANTS Total	10,382,518	11,163,479	11,637,093	11,316,840	11,340,680	12,481,972
OFFICE ASSIST ES	24,368,744	24,932,022	24,667,126	26,991,686	25,572,772	27,194,150
OFFICE ASSIST MS	3,958,698	4,097,430	4,060,857	3,959,056	4,148,167	4,001,899
OFFICE ASSIST SEC	11,759,016	12,001,657	11,846,480	11,846,785	12,430,991	12,113,176
OFFICE ASSIST SP ED	1,538,751	1,613,258	1,475,254	1,577,923	1,502,562	1,587,907
PROGRAM/ADMINISTRATIVE ASSISTANT	8,535,894	8,780,275	8,193,938	8,323,048	8,126,206	7,970,198
TECHNICAL ASSISTANT	3,935,532	3,865,616	3,659,017	3,864,153	3,904,370	3,942,855
OFFICE ASSISTANT PERSONNEL Total	54,096,634	55,290,258	53,902,672	56,562,653	55,685,069	56,810,184
TRADESPERSON	22,270,173	22,093,190	22,940,340	25,058,057	24,506,069	25,102,717
SECURITY OFFICER	1,642,310	1,646,345	1,603,958	1,566,413	1,670,991	1,627,541
TRADES PERSONNEL Total	23,912,484	23,739,534	24,544,298	26,624,470	26,177,059	26,730,258
CUSTODIAN	46,045,528	46,072,104	46,391,821	48,296,993	48,201,851	49,009,204
FIELD CUSTODIAN	542,704	1,077,877	1,083,967	1,273,721	1,285,837	1,326,579
PLANT OPERATIONS MONITOR	635,756	670,342	1,008,922	1,293,677	1,122,562	1,156,692
CUSTODIAL PERSONNEL Total	47,223,988	47,820,323	48,484,710	50,864,192	50,610,250	51,492,476
ROUTE SUPERVISOR	1,933,219	2,041,703	2,023,192	2,124,620	1,983,255	2,050,591
TRANSPORTATION PERSONNEL Total	1,933,219	2,041,703	2,023,192	2,124,620	1,983,255	2,050,591
TURNOVER	0	0	0	(14,082,637)	0	(14,591,531)
VACANCY	0	0	0	(21,123,881)	(21,123,881)	(21,887,296)
INCURRED T/O OFFSET	0	0	0	0	0	2,165,447
SALARY ADJUSTMENTS Total	0	0	0	(35,206,518)	(21,123,881)	(34,313,380)
REGULAR SALARIES - CONTRACTED Total	1,354,649,129	1,405,539,524	1,407,955,380	1,457,015,322	1,463,272,170	1,521,282,679
OVERTIME	2,535,581	2,880,595	2,939,559	2,321,142	3,432,187	2,338,236
OVERBASE SALARIES	5,322,157	5,931,740	6,057,719	6,141,993	6,181,589	6,032,737
OVERTIME Total	7,857,738	8,812,335	8,997,278	8,463,135	9,613,775	8,370,973
BUS DRIVER	40,760,012	42,988,962	43,191,005	45,585,836	45,580,518	47,061,600
BUS ATTENDANT	9,409,431	10,322,946	10,297,526	10,937,278	10,937,278	11,420,807
BUS DRVR - FIELD TRIP	1,645,140	1,708,960	1,653,450	1,795,156	1,756,101	1,885,871
PERFRM ACT FLD TRIP	133,207	29,390	16,433	0	10,835	0
VAN DRIVER - TRANSPORTATION	665,820	710,244	778,611	749,704	749,704	773,974
TRANSPORTATION Total	52,613,609	55,760,501	55,937,025	59,067,974	59,034,436	61,142,252
BUS DRVR VHSL TRIP	1,816,481	1,913,540	2,010,839	2,092,628	2,437,767	2,113,868
MILEAGE ONLY VHSL TRIP	15,124	15,652	12,870	0	0	0
FIELD TRIPS Total	1,831,604	1,929,192	2,023,709	2,092,628	2,437,767	2,113,868
HOURLY SALARIES - CONTRACTED Total	62,302,951	66,502,028	66,958,012	69,623,736	71,085,978	71,627,092
HRLY TEACHER	10,984,722	11,729,035	11,246,656	6,897,410	11,518,654	7,710,163
HRLY TECHNICAL	3,547,203	3,742,203	3,800,963	3,016,199	3,022,639	3,287,284
HRLY OFFICE ASSIST	3,831,782	3,650,555	3,100,920	3,660,279	4,727,662	3,636,585
HRLY CUSTODIAN	296,327	178,428	168,470	64,366	284,191	65,020
HRLY INSTRL ASSIST	610,268	547,016	386,128	333,259	418,183	410,066
HRLY DINING ASSIST	987,686	1,079,546	975,358	992,395	979,898	1,004,733
HRLY PROFESSIONAL	903,495	1,001,955	981,036	1,063,883	1,637,711	1,019,029
HOURLY TRADES	295,397	265,045	255,451	22,130	157,201	158,725
HRLY TEMP ALT DUTY	19,063	20,419	13,024	0	1,857	0
HRLY PARENT LIAISON	2,429,755	2,488,856	2,521,594	1,756,707	2,042,966	1,795,925
HOURLY PUBLIC HEALTH ATTENDANT	266	154	972	0	0	0
AFTER SCHOOL PROGRAMS	1,440,590	1,163,115	1,049,918	0	933,723	1,169,941
HRLY ACTNG SB ADMIN	415,353	551,221	446,492	0	0	0
HOURLY SALARIES Total	25,761,908	26,417,548	24,946,980	17,806,629	25,724,685	20,257,471
SUBS SICK/PERSNL LV	17,722,702	17,306,147	18,351,359	18,309,530	18,070,757	16,119,286
SUBS OFFICL/VAC LV	2,257,397	2,450,356	3,492,074	2,751,885	2,755,926	2,781,544
SUBS STUDENT ACTIVS	86,646	96,424	92,809	59,442	59,756	61,832
SUBS ORGANIZATNL LV	357,048	273,468	259,599	227,002	227,002	229,306
SUBSTITUTE	2,307	284	570	0	0	0
SUBS S/T DISABILITY	805,996	890,904	700,109	526,361	526,361	531,704
SUBSTITUTE COSTS-LEAVE Total	21,232,096	21,017,584	22,896,520	21,874,219	21,639,802	19,723,672
SUBS TRAINING	3,213,507	3,404,417	2,776,453	2,641,396	2,624,638	2,406,133
SUBSTITUTE COSTS-TRAINING Total	3,213,507	3,404,417	2,776,453	2,641,396	2,624,638	2,406,133
HOURLY SALARIES - NONCONTRACTED Total	50,207,511	50,839,548	50,619,953	42,322,244	49,989,125	42,387,277

School Operating Fund Expenditure Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
SCHOOL BOARD MEMBER	242,008	242,001	242,008	314,000	314,000	391,508
COURT SUPPLEMENT	40,581	43,437	36,824	40,339	40,339	40,748
EXTRA DUTY SUPPLEMENT	2,853,315	2,928,085	2,869,712	2,900,090	2,900,090	2,929,509
ATHLETIC COACHING SUPPLEMENT	4,781,759	4,799,037	4,744,426	4,859,987	4,859,987	4,909,319
OUTSTAND PERF AWARD	37,385	22,891	115,351	178,770	199,419	178,770
RECRUITMENT BONUS	46,000	43,000	47,000	145,490	95,030	102,000
SALARY SUPPLEMENT	868,013	849,000	1,164,242	1,105,000	977,500	1,105,000
DEPT CHAIR STIPEND	515,661	573,785	529,016	576,325	577,508	574,505
SUPPLEMENTS Total	9,384,722	9,501,235	9,748,578	10,120,001	9,963,873	10,231,359
SALARY PLACEHOLDER	0	0	0	5,063,930	7,765,647	4,300,000
SCHOOL TESTING REQUIREMENTS	17,809	15,989	14,128	893,462	867,238	899,410
SALARY PLACEHOLDERS Total	17,809	15,989	14,128	5,957,392	8,632,885	5,199,410
ANNUAL LV PAYMENT	2,241,474	2,947,065	2,926,837	3,564,679	3,564,679	3,600,860
SICK LV PAYMENT	15,595	3,357	1,535	35,090	35,090	35,447
EXTENDED SICK LV	305,537	246,363	301,597	1,044,971	1,044,971	1,055,578
SEVERANCE PAY	76,746	5,280	22,053	0	0	0
S/T DISABILITY COMP	785,427	859,034	796,044	554,236	554,236	559,862
LEAVE PAYMENTS Total	3,424,779	4,061,098	4,048,066	5,198,976	5,198,976	5,251,747
SALARY SUPPLEMENTS Total	12,827,311	13,578,323	13,810,771	21,276,369	23,795,734	20,682,516
COMMUNITY USE	3,028,040	3,162,866	2,957,664	2,965,300	4,157,543	2,965,360
FIELD TRIP GENERAL	1,357,954	1,362,576	1,401,422	944,367	944,367	944,367
SCHOOL ACTIVITIES	28,567	20,632	18,070	110,400	102,900	110,400
REIMBURSABLE SALARIES Total	4,414,561	4,546,074	4,377,156	4,020,067	5,204,810	4,020,127
WPFO - PERSONNEL	(9,424,037)	(9,297,760)	(9,407,735)	(8,215,191)	(8,530,895)	(8,668,535)
GRANT INDIRECT COST RECOVERY	(982,782)	(900,481)	(784,194)	(810,821)	(810,821)	(960,821)
WORK PERFORMED FOR OTHERS Total	(10,406,819)	(10,198,241)	(10,191,929)	(9,026,011)	(9,341,716)	(9,629,356)
REIMBURSABLE SALARIES Total	(5,992,258)	(5,652,167)	(5,814,773)	(5,005,944)	(4,136,906)	(5,609,229)
VRS RETIREMENT	177,504,995	149,323,730	186,594,790	193,539,287	193,371,639	212,039,536
ERFC RETIREMENT	65,369,629	71,699,933	71,883,651	77,085,349	77,085,394	80,255,873
FCERS CNTY RETIREMT	31,198,509	32,894,076	33,838,242	38,838,224	38,834,467	42,147,487
VRS OPTIONAL RETIREMENT SUPERINTENDENT	0	21,675	22,100	25,000	25,000	25,000
VRS RETIREE MEDICAL	13,727,067	14,166,695	13,656,265	14,591,155	14,591,242	16,054,835
RETIREMENT Total	287,800,199	268,106,108	305,995,047	324,079,016	323,907,742	350,522,732
SOCIAL SECURITY	108,536,316	112,746,431	112,885,662	119,534,420	119,143,718	125,888,659
SOCIAL SECURITY Total	108,536,316	112,746,431	112,885,662	119,534,420	119,143,718	125,888,659
STATE LIFE INSURANCE	10,756,504	11,149,359	11,141,365	11,975,760	11,975,822	13,679,327
CNTY LIFE INSURANCE	1,518,714	1,624,668	1,823,775	1,784,898	1,784,816	1,859,199
LIFE INSURANCE Total	12,275,217	12,774,027	12,965,140	13,760,658	13,760,638	15,538,526
HEALTH CHOICE	146,838,847	108,920,665	81,649,593	84,700,816	84,701,272	93,185,733
KAISER	32,248,060	32,698,409	32,661,148	33,581,755	33,580,320	34,796,471
AETNA MEDICAL	0	49,030,306	80,080,240	86,788,209	86,776,386	90,511,224
AETNA DENTAL	10,931,528	11,396,701	11,348,753	11,919,932	11,919,244	12,673,256
RETIREE HEALTH INSURANCE	10,000,000	10,000,000	10,000,000	5,000,000	5,000,000	5,000,000
HEALTH INSURANCE Total	200,018,435	212,046,082	215,739,734	221,990,712	221,977,222	236,166,684
LONG TERM DISABILITY	879	780	817	11,524	11,524	11,524
SALARY PROTECTION Total	879	780	817	11,524	11,524	11,524
WORKERS COMP	9,238,928	9,238,928	9,238,928	8,238,928	8,238,928	8,238,928
WORKERS COMPENSATION Total	9,238,928	9,238,928	9,238,928	8,238,928	8,238,928	8,238,928
UNEMPLOYMENT COMP	364,483	330,457	97,905	515,000	515,000	515,000
UNEMPLOYMENT COMPENSATION Total	364,483	330,457	97,905	515,000	515,000	515,000
EMPLOYEE BEN VACANCY	0	0	0	(5,280,971)	(5,280,971)	(5,485,700)
EMPLOYEE BEN TURNOVR	0	0	0	(3,520,646)	(3,520,646)	(3,657,133)
EMPLOYEE BENEFITS PLACEHOLDERS Total	0	0	0	(8,801,617)	(8,801,617)	(9,142,833)
EMPLOYEE BENEFITS Total	618,234,458	615,242,813	656,923,234	679,328,640	678,753,156	727,739,220

School Operating Fund Expenditure Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
INSTRUCTL SUPPLIES	21,293,735	16,934,655	16,778,694	16,982,266	20,819,986	16,692,608
TEXTBOOKS	20,218,381	7,866,633	6,959,255	16,568,973	13,962,506	16,324,498
GEN OFFICE SUPPLIES	1,431,676	1,304,823	1,138,755	2,160,186	1,337,297	1,682,742
COMPUTER SUPPLIES	1,412,852	557,348	949,968	980,407	939,617	952,709
TESTS	6,532,177	6,945,748	7,016,649	8,446,037	9,653,247	7,817,037
CUSTODIAL SUPPLIES	2,576,427	3,435,567	3,284,205	3,375,304	4,138,108	3,375,504
POSTAL SERVICE	1,120,085	1,127,970	1,218,703	1,374,478	1,765,602	1,448,514
ADDL EQUIP <\$5000	17,434,875	9,273,526	8,941,182	22,079,241	19,363,021	14,754,714
FORMS/PRINTING SVC BY FCPS/3RD PARTY	214,292	39,638	138,702	206,618	278,372	211,026
LIBRARY COLLECTIONS	44,109	261	284	0	295,800	0
LIBRARY MATERIALS/SUPPLIES	142,036	47,747	2,110,228	2,078,719	2,078,990	2,078,719
PERIODICALS	5,448	47,295	24,897	10,005	11,720	9,546
REFERENCE BOOKS	99,050	206,288	84,148	37,294	54,991	28,958
AUDIO VISUAL SUPPLIES	483,340	394,192	359,144	89,620	109,950	73,236
BOOKBINDING	32,296	38,539	33,662	50,000	57,118	50,000
SCH FLEXIBLTY RESRV	0	0	0	308,413	221,961	301,679
FIXED ASSETS>5000	7,530,067	6,991,931	5,347,669	2,066,915	5,520,985	2,098,415
EMPLOYEE AWARDS AND RECOGNITION	0	0	0	600	600	0
SPECIAL FUNCTIONS	719,492	602,352	549,859	304,994	559,559	506,684
OTHER SUPPLIES	0	12,656	0	0	0	0
TECHNICAL EQUIP NON CAP	6,041,417	12,083,871	12,233,446	203,844	9,095,823	364,806
SOFTWARE NON CAP	95,016	3,707,493	3,387,403	2,550,791	4,275,993	2,548,564
GAIN/LOSS ON INVENTORY ADJUSTMENT	0	0	(162,537)	0	0	0
GOODS RECEIPT WO PURCHASE ORDER	0	0	(317,530)	0	0	0
SCRAP INVENTORY EXP FCPS	0	0	9,901	0	0	0
COST OF GOODS SOLD- INVENTORY	0	0	5,500,671	6,475,000	6,475,000	6,475,000
TECHNOLOGY EQUIP NONCAPITALIZED	0	0	0	196,254	196,254	287,782
MATERIALS AND SUPPLIES Total	87,426,772	71,618,533	75,587,358	86,545,958	101,212,499	78,082,741
TOOLS	493,370	244,769	158,912	261,599	278,663	245,599
MAINTENANCE SUPPS	9,532,409	10,072,004	9,469,374	7,426,844	7,909,596	6,838,410
TELEPHONE MAINTENANCE	295,077	168,273	230,194	82,000	82,810	82,000
COMPUTR REPAIR PART	1,985,207	1,464,746	773,891	966,339	823,368	966,339
REPAIR & MAINTENANCE MATERIALS Total	12,306,063	11,949,791	10,632,370	8,736,782	9,094,437	8,132,348
SANITATION CERTIFICATION REIMBURSEMENTS	0	8,642	0	0	0	0
FOOD SERVICE REFUNDS AND REIMBURSEMENTS Total	0	8,642	0	0	0	0
MATERIALS AND SUPPLIES Total	99,732,835	83,576,965	86,219,728	95,282,740	110,306,936	86,215,089
FUEL OIL	98,521	29,228	38,022	50,000	54,824	50,000
NATURAL GAS	6,036,391	6,046,266	5,352,258	5,762,151	5,762,151	5,762,151
ELECTRICITY	28,678,396	27,671,376	26,927,993	26,601,111	26,601,111	27,618,965
LOCAL TELEPHONE	3,124,979	2,072,746	2,191,090	4,221,904	4,193,683	4,221,904
LONG DIST TELEPHONE	52,204	55,893	150,578	185,500	212,379	185,500
WATER	1,154,612	1,169,912	1,118,821	705,869	705,869	1,165,000
SEWER	1,552,695	1,896,320	1,838,249	1,779,762	1,779,762	1,320,631
REFUSE	1,518,779	1,541,202	1,582,468	2,280,032	2,260,230	2,280,032
CELLULAR/PAGER SVCS	1,164,157	1,291,481	1,207,061	1,118,627	1,495,340	1,161,698
SMDS LINES	4,081,620	5,253,259	3,646,242	4,059,395	4,564,304	4,059,395
ISDN LINES	46,816	77,614	20,090	99,233	99,233	99,233
UTILITIES Total	47,509,170	47,105,297	44,072,872	46,863,584	47,728,886	47,924,509
UTILITIES Total	47,509,170	47,105,297	44,072,872	46,863,584	47,728,886	47,924,509
LOCAL TRAVEL	1,764,268	1,766,671	1,724,052	2,075,848	2,075,848	2,075,848
OFFICIAL TRAVEL	25,181	29,869	21,422	24,398	38,549	24,398
LEGISLATIVE TRAVEL	12,924	13,952	11,653	14,000	10,000	13,000
RECRUITMENT TRAVEL	30,974	30,842	30,936	36,509	38,423	36,509
TRAVEL Total	1,833,347	1,841,335	1,788,062	2,150,755	2,162,820	2,149,755
TECHNICAL TRAINING	161,758	161,244	166,515	149,006	248,260	149,471
TUITION	1,127,487	1,391,947	391,977	59,313	40,000	22,673
PROFL DEVELOPMENT	1,466,702	1,496,168	1,104,778	1,520,191	3,306,046	1,398,149
SCHL BASED PROF DEV	662,484	400,480	556,902	210,252	660,609	306,747
STAFF DEVELOPMENT NSB	1,290	24,262	4,529	0	40,469	0
STAFF TRAINING Total	3,419,721	3,474,101	2,224,701	1,938,762	4,295,384	1,877,040
ACADEMIC AWARDS	3,015	20,744	1,658	2,725	2,616	2,725
DIPLOMAS	16,622	15,420	13,797	20,000	27,219	20,000
AWARDS/BANQUETS	100,910	150,677	61,738	315,000	505,288	315,000
AWARDS Total	120,548	186,841	77,192	337,725	535,123	337,725

School Operating Fund Expenditure Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
UNIFORMS	251,812	339,931	343,199	246,296	260,526	236,296
UNIFORMS Total	251,812	339,931	343,199	246,296	260,526	236,296
EQUAL OPPORTUN GRNT	241,751	293,615	362,848	341,078	345,332	341,078
SCHOOL INITIATIVES	334,988	0	0	1,647,741	616,925	228,890
POST-SEASON ACTIVS	177,198	242,620	269,969	219,250	219,250	228,250
COLLEGE NIGHT MATLS	0	0	500	0	0	0
OFFICIAL FEES	895,427	907,106	880,217	888,160	830,160	899,620
TARGET FUNDING	58,604	0	0	1,000,000	850,659	1,000,000
SCHOOL INITIATIVES Total	1,707,969	1,443,342	1,513,535	4,096,229	2,862,327	2,697,838
ADMIN/INDIRECT COST	400,778	483,923	411,958	390,020	390,020	390,020
ADMIN./INDIRECT COSTS Total	400,778	483,923	411,958	390,020	390,020	390,020
COPYRIGHTS	330	478	1,070	10,700	10,700	10,821
DUPLICATION RIGHTS FEES	194,107	141,131	185,561	212,202	230,602	212,202
PERMITS	174,315	182,733	144,449	136,340	140,625	141,340
PHYSICAL EXAMS	189,228	212,577	184,079	290,000	408,740	290,000
MEMBERSHIP FEES	237,808	259,579	280,011	290,786	296,807	293,231
ACCREDITATION	237,021	299,077	155,664	219,050	219,050	219,050
ADMISSION FEES	101,895	217,678	229,954	249,400	252,204	249,400
SP ED HEARNG APPEALS	13,674	31,993	25,089	60,000	70,413	60,000
REIMBURSEMENTS	135,944	42,660	229,199	116,111	218,527	116,111
FEES Total	1,284,323	1,387,906	1,435,076	1,584,589	1,847,669	1,592,155
SCHOOL MATLS RESRVE	0	0	0	2,178,210	861,608	2,174,964
UNALLOCATED GRANTS	0	0	0	0	54,311	0
FLEXIBILITY RESERVE	0	0	0	0	8,000,000	0
CONTINGENCY Total	0	0	0	2,178,210	8,915,919	2,174,964
WPFO MATERIALS	(3,154,555)	(2,069,525)	(6,400,303)	(8,520,669)	(8,514,169)	(7,283,228)
WPFO F/S INDIR COST	(2,646,263)	(1,536,725)	(1,400,077)	(2,646,263)	(1,712,019)	(1,712,019)
WORK PERFORMED FOR OTHERS - MATERIALS Total	(5,800,818)	(3,606,250)	(7,800,380)	(11,166,932)	(10,226,188)	(8,995,247)
OTHER OPERATING EXPENDITURES Total	3,217,679	5,551,128	(6,656)	1,755,654	11,043,600	2,460,547
COMPUTER EQUIP SVC	8,144,194	9,633,247	11,009,978	12,582,609	12,553,580	12,998,573
OFFICE EQUIP SVC	15,338	4,395	32,527	44,145	46,867	34,145
COPIER SERVICE	389,547	200,184	100,747	161,183	301,475	134,183
MUSIC INSTRUMNT SVC	423,715	403,737	394,430	430,000	430,000	430,000
TELEPHONE MAINTENANCE	1,020	0	0	0	0	0
OTHER SVCS CONTRACT	9,098,499	14,693,533	10,513,427	8,978,210	19,156,334	9,250,873
SOFTWARE MAINTENANCE	260,093	152,760	161,970	134,560	725,205	506,416
MAINTENANCE CONTRACTS Total	18,332,407	25,087,855	22,213,078	22,330,707	33,213,462	23,354,190
PROJ CONTRACT SVCS	0	0	0	0	4,666	0
LEGAL FEES	1,595,078	1,065,103	2,077,880	1,431,551	2,054,125	2,031,551
ARCHITECTURAL FEES	0	0	0	0	0	0
ENGINEERING FEES	24,968	5,969	51,883	50,000	48,993	55,000
MEDICAL FEES	31,286	27,707	21,597	28,500	28,500	19,500
CUSTODIAL CONTRACT	0	0	3,360	0	0	0
NON-RESIDTL TUITION	418,013	340,295	512,290	701,599	908,461	799,599
STUDT/PARENT TRANSP	2,142,953	2,658,478	2,662,074	2,743,735	2,759,828	2,875,385
RECRUIT ADVERTISING	30,148	26,146	92,477	50,000	50,250	50,000
LEGAL NOTICE ADVERTISING	1,255	1,701	1,609	2,250	2,250	2,250
MARKETING AND PROMOTIONS	5,758	2,963	1,757	0	0	1,000
OTHER PROFESSL SVCS	19,696,266	18,283,929	18,512,953	19,602,516	29,647,504	20,214,674
CREDIT CARD DISCOUNT FEES	686	7,080	7,728	6,457	66,457	257,458
STD CLAIMS MNGMNT	805,089	843,069	892,613	925,000	925,000	925,000
INTERNAL PROFESSIONAL SERVICES	6,736	5,330	146	0	2,500	0
AUDIT FEES	285,677	272,894	292,446	292,378	311,794	292,378
TECHNICAL SERVICES	0	24,841	53,801	0	51,745	0
OTHER TECHNICAL SERVICES	61,673	5,341	1,400	0	3,264	0
CONTRACTED SERVICES Total	25,105,585	23,570,846	25,186,015	25,833,985	36,865,337	27,523,795
EQUIP/FURNTURE RNTL	48,321	22,376	25,441	48,846	50,546	50,646
COPIER RENTAL	5,848,268	6,294,504	6,291,371	6,547,747	7,151,180	6,582,247
STORAGE/FACILITY SHORT TERM RENTAL	6,772,381	3,294,179	2,233,731	13,000	13,000	14,500
MUSIC INSTRUMNT RNTL	644,876	695,659	710,500	785,244	930,855	785,244
POOL RENTAL	226,698	226,556	242,072	235,000	235,000	330,824
REAL ESTATE LEASES	3,545,099	3,848,598	4,028,732	4,270,787	4,028,912	4,389,530
RENTAL FEES Total	17,085,642	14,381,872	13,531,847	11,900,624	12,409,493	12,152,991
PRIVATIZED SERVICES Total	60,523,634	63,040,573	60,930,941	60,065,317	82,488,293	63,030,976

School Operating Fund Expenditure Detail

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
VEHICLE FUEL	8,942,506	8,983,328	6,313,882	8,945,463	5,952,908	6,900,000
LABOR	11,110,847	11,954,337	12,674,162	13,270,360	13,270,360	13,270,360
VEHICLE PARTS	7,054,112	7,214,663	8,005,609	7,632,883	7,632,883	8,282,544
DEPARTMENT OF VEHICLE SERVICES Total	27,107,465	28,152,327	26,993,653	29,848,706	26,856,151	28,452,904
COMPUTR CENTR CHRGS	1,717,591	1,786,295	1,857,747	1,785,800	1,785,800	1,970,883
COMPUTER CENTER CHARGES Total	1,717,591	1,786,295	1,857,747	1,785,800	1,785,800	1,970,883
FIRE MARSHL INSPECTS	49,855	58,018	52,240	50,712	65,712	50,712
FIRE MARSHAL INSPECTION CHARGES Total	49,855	58,018	52,240	50,712	65,712	50,712
POLICE SERVICES-APP FUNDS	360,075	342,101	391,090	336,875	304,592	336,875
POLICE SERVICES-SAF	71,785	66,950	72,345	600	20,858	600
POLICE SERVICES-DISTRICT & REG EVENTS	32,788	36,017	31,425	0	0	0
POLICE SERVICES-PTA SPONSORED EVENTS	7,385	6,371	6,188	0	2,348	0
POLICE SERVICES Total	472,033	451,438	501,048	337,475	327,798	337,475
COUNTY PRINT SHOP CHARGES	326,377	519,702	668,737	444,129	433,657	382,321
PRINTING Total	326,377	519,702	668,737	444,129	433,657	382,321
COUNTY SERVICES Total	29,673,321	30,967,780	30,073,425	32,466,822	29,469,118	31,194,295
LIBRARY COLLECTION EXP	3,507,141	2,320,281	0	0	0	0
EQUIPMENT Total	3,507,141	2,320,281	0	0	0	0
REPLACEMENT BUSES	2,968,199	3,547,559	3,474,562	8,107,358	4,460,149	10,008,058
REPLACEMNT VEHICLES	576,291	965,118	912,602	1,001,509	2,653,083	1,001,509
REPL BUSES-DEPRECIATION FUNDED	0	3,719,008	1,713,600	0	7,610,209	0
REPLACEMT BUSES LEASES-INTEREST	324,283	314,186	253,391	324,283	324,283	623,583
BUSES/VEHICLES Total	3,868,773	8,545,871	6,354,156	9,433,150	15,047,724	11,633,150
SITE IMPROVEMENT	202,386	364,831	138,194	0	17,630	0
LAND AND IMPROVEMENTS Total	202,386	364,831	138,194	0	17,630	0
TEMPORARY BUILDINGS	0	0	0	2,825,385	2,461,897	2,815,385
PORTABLE BUILDING EXP	0	583,855	0	0	0	0
PORTABLE BUILDINGS Total	0	583,855	0	2,825,385	2,461,897	2,815,385
CONSTRUCT CONSULT	50,000	50,000	0	0	116,243	0
TECHNOLOGY INFRASTRUCTURE	267,923	58,200	0	0	30,732	0
FACILITY MODIFICATN	2,518,304	3,145,347	2,306,604	1,412,736	6,747,163	1,447,795
FACILITIES MODIFICATIONS Total	2,836,228	3,253,547	2,306,604	1,412,736	6,894,138	1,447,795
EQUIPMENT LEASES-PRINCIPAL	12,151	0	0	0	0	0
VEHICLE LEASES-PRINCIPAL	132,761	136,483	140,309	140,408	140,408	140,408
VEHICLE LEASES-INTEREST	11,482	7,760	3,934	3,934	3,934	3,934
EQUIPMENT LEASES PURCHASES Total	156,393	144,243	144,243	144,342	144,342	144,342
COMPUTER LEASES	2,853,530	3,320,035	4,387,104	3,163,400	4,123,116	3,163,400
COMPUTER LEASES-INTEREST	296,984	282,733	282,754	238,103	281,113	238,103
COMPUTER LEASES Total	3,150,514	3,602,767	4,669,858	3,401,503	4,404,229	3,401,503
CAPITAL OUTLAY Total	13,721,435	18,815,394	13,613,055	17,217,116	28,969,960	19,442,175
ADMINISTRATIVE EXPENSES	0	0	2,824,412	0	0	105,000
HEALTH AND FLEXIBLE BENEFITS Total	0	0	2,824,412	0	0	105,000
COMP GENL LIABILITY	4,889	0	0	0	0	0
INSURANCE SERVICES RM	4,468,127	4,468,127	4,468,127	4,468,127	4,468,127	4,468,127
PRIOR YEAR GENERAL LIABILITY	375,000	0	0	0	0	0
INSURANCE Total	4,848,016	4,468,127	4,468,127	4,468,127	4,468,127	4,468,127
OTHER FUNDS Total	4,848,016	4,468,127	7,292,539	4,468,127	4,468,127	4,573,127
TO DEBT SERVICE	3,776,323	3,776,923	3,143,814	3,468,575	3,468,575	3,466,725
EQUIPMENT TRANSFER	717,090	2,388,992	369,898	397,756	397,756	0
CAPITL EXPEND TRANS	6,899,030	12,707,714	12,100,000	7,049,030	12,268,540	7,049,030
TO GRNTS & SELF-SUPPORTNG	8,865,952	8,865,952	9,029,576	9,029,576	9,029,576	9,481,055
TO SUMMER SCHOOL	12,511,040	12,511,040	8,756,398	8,756,398	8,756,398	8,756,398
TO ADULT & COMM ED	1,400,000	400,000	235,000	235,000	235,000	235,000
TRANSFER OUT Total	34,169,435	40,650,621	33,634,686	28,936,335	34,155,845	28,988,208
TRANSFER OUT Total	34,169,435	40,650,621	33,634,686	28,936,335	34,155,845	28,988,208
TOTAL EXPENDITURES	2,385,624,627	2,440,225,955	2,466,283,166	2,551,616,063	2,631,390,020	2,661,938,480

School Operating Fund Position Detail by Position Type

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
LEADERSHIP TEAM						
DIVISION SUPT	1.0	1.0	1.0	1.0	1.0	1.0
DEPUTY SUPT	1.0	1.0	1.0	1.0	1.0	1.0
DIVISION CHIEF	0.0	0.0	3.0	3.0	3.0	3.0
ASSISTANT SUPT	16.0	16.0	11.0	11.0	11.0	11.0
DIVISIONWIDE COUNSEL	1.0	1.0	1.0	1.0	1.0	1.0
LEADERSHIP TEAM Total	19.0	19.0	17.0	17.0	17.0	17.0
PRINCIPALS						
PRINCIPAL ES	139.0	139.0	139.0	140.0	140.0	141.0
PRINCIPAL MS	23.0	23.0	23.0	23.0	23.0	23.0
PRINCIPAL HS	25.0	25.0	25.0	25.0	25.0	25.0
PRINCIPAL SPECL ED	7.0	7.0	7.0	7.0	7.0	7.0
PRINCIPAL ALT HS	2.0	2.0	3.0	3.0	3.0	3.0
PRINCIPALS Total	196.0	196.0	197.0	198.0	198.0	199.0
ASSISTANT PRINCIPALS						
ASST PRINCIPAL ES	182.0	184.0	185.0	188.0	188.0	182.0
ASST PRINCIPAL MS	52.0	52.0	52.0	52.0	52.0	52.0
ASST PRINCIPAL HS	106.0	108.0	109.0	111.0	111.0	109.0
ASST PRINCIPAL SP ED	27.0	27.0	26.0	26.0	26.0	26.0
ASST PRINCIPAL ALT	6.0	6.0	5.0	5.0	5.0	5.0
STUDT ACT DIRECTOR	25.0	25.0	25.0	25.0	25.0	25.0
STUDENT SERVICES DIRECTOR	53.0	53.0	53.0	53.0	53.0	53.0
ASSISTANT PRINCIPALS Total	451.0	455.0	455.0	460.0	460.0	452.0
SUPERVISORS						
EXECUTIVE PRINCIPAL	0.0	0.0	7.0	7.0	7.0	7.0
DIRECTOR	40.5	40.5	33.5	33.5	34.5	34.5
COORDINATOR	104.0	105.0	105.5	106.5	105.5	106.5
SUPERVISORS Total	144.5	145.5	146.0	147.0	147.0	148.0
SPECIALISTS						
HEARING OFFICER/ASST	7.0	7.0	7.0	7.0	6.0	6.0
EXECUTIVE ASSISTANT	4.0	4.0	3.0	3.0	3.0	3.0
AUDITOR	4.0	6.0	7.0	7.0	7.0	7.0
FUNCTIONAL SUPERVISOR	77.0	79.0	80.0	80.0	84.0	83.0
ATTORNEY	3.0	5.0	3.0	3.0	3.0	3.0
CERTIFIED ATHLETIC TRAINER	25.0	25.0	25.0	25.0	25.0	25.0
PSYCHOLOGIST	147.5	154.5	158.5	160.0	160.0	158.0
SOCIAL WORKER	133.5	144.5	149.5	151.0	151.0	149.5
INSTRUCTIONAL SPECIALIST	122.0	124.0	115.5	115.5	120.5	118.5
BUSINESS SPECIALIST	206.5	208.5	204.0	206.0	208.0	211.0
TECH SPECIALIST	566.0	566.0	546.0	546.0	546.0	543.5
SPECIALISTS Total	1,295.5	1,323.5	1,298.5	1,303.5	1,313.5	1,307.5
TECHNICAL PERSONNEL						
TECHNICIAN	299.6	323.6	308.6	305.6	305.6	304.6
SAFETY/SECURTY SPEC	45.0	45.0	45.0	45.0	46.0	46.0
CAREER CENTER SPEC	25.0	25.0	25.0	25.0	25.0	25.0
SAFETY/SECURTY ASST	118.0	120.0	119.0	119.0	119.0	119.0
TECHNICAL PERSONNEL Total	487.6	513.6	497.6	494.6	495.6	494.6

School Operating Fund Position Detail by Position Type

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
TEACHERS						
TCHR KINDERGARTEN	597.0	619.0	574.0	589.0	589.0	548.0
TCHR ES (1-6)	3,977.3	4,064.3	3,989.0	3,899.0	3,899.0	3,836.0
TCHR ES - PE/MUSIC/ART	736.4	755.2	741.2	871.4	871.4	856.9
TCHR MS	1,457.8	1,449.1	1,429.0	1,487.1	1,487.1	1,494.0
TCHR HS	2,673.4	2,672.7	2,630.5	2,737.4	2,737.4	2,739.5
TCHR SPECIAL ED	2,947.3	2,999.3	3,030.5	3,069.4	3,068.4	3,102.6
TCHR READING	199.0	201.0	203.0	201.0	201.0	199.0
TCHR ES ART	3.3	3.3	3.3	3.3	3.3	3.3
TCHR GT RESOURCE	69.5	76.0	76.0	76.0	76.0	77.0
TCHR INSTMNTL MUSIC	156.7	172.0	175.0	182.0	182.0	182.0
TCHR PROF TECH	331.8	331.9	316.7	318.2	318.2	330.5
TCHR WORK EXPER PRG	5.0	5.0	5.0	5.0	4.0	4.0
TCHR INSTRL SUPPORT	226.3	224.3	229.1	229.1	229.1	229.1
SCHOOL COUNS SVS MS/HS	328.0	329.0	333.0	342.0	342.0	344.0
SCHOOL COUNS SVS ES	218.0	220.0	222.0	221.5	221.5	220.5
LIBRARIAN	237.0	238.0	241.0	242.0	242.0	237.0
AUDIOLOGIST	14.5	14.5	14.5	14.5	14.5	14.5
TCHR STAFFNG RESRVE	93.0	142.7	190.0	230.0	115.4	355.5
PHYS/OCC THERAPIST	90.0	91.0	89.0	87.0	87.0	87.0
TCHR PROF TECH ACAD	68.0	66.5	65.5	65.5	65.5	65.5
TCHR ALTERNATIVE ED	185.7	196.5	176.2	171.8	170.8	169.0
TCHR ESL	87.5	88.5	91.0	100.5	100.5	109.0
TCHR PROF TECH PROJ	4.0	4.0	4.0	4.0	4.0	4.0
TCHR LAB	15.0	15.0	15.0	15.0	15.0	15.0
TEACHERS Total	14,721.5	14,978.7	14,843.4	15,161.6	15,044.1	15,222.9
INSTRUCTIONAL ASSISTANTS						
INSTRUCTL ASSIST K	597.0	619.0	574.0	589.0	589.0	548.0
INSTRL ASSIST GENRL	322.5	327.4	269.6	270.1	270.0	268.2
INSTRL ASSIST SP ED	1,567.0	1,589.0	1,643.0	1,684.0	1,684.0	1,710.0
INSTRL ASSIST ALT	11.0	11.0	11.0	11.0	11.0	11.0
INSTRL ASSIST SP PRG	13.0	14.0	14.0	14.0	14.0	14.0
INSTRL ASSIST RESRV	74.5	58.0	43.0	43.0	115.8	83.0
INSTRUCTIONAL ASSISTANTS Total	2,585.0	2,618.4	2,554.6	2,611.1	2,683.8	2,634.2
SPECIALIZED ASSISTANTS						
PUB HLTH TRN ASSIST	275.0	289.5	255.0	260.0	260.0	282.0
SPECIAL EDUCATION ATTENDANT	141.0	149.0	146.0	145.0	145.0	151.0
SPECIALIZED ASSISTANTS Total	416.0	438.5	401.0	405.0	405.0	433.0
OFFICE ASSISTANT PERSONNEL						
OFFICE ASSIST ES	716.5	699.5	655.0	665.5	665.5	653.5
OFFICE ASSIST MS	84.0	82.5	84.5	86.0	86.0	85.5
OFFICE ASSIST SEC	236.5	235.5	237.5	237.5	237.5	237.5
OFFICE ASSIST SP ED	33.5	34.5	33.0	33.0	33.0	33.0
PROGRAM/ADMINISTRATIVE ASSISTANT	160.0	159.0	145.0	145.0	138.0	138.0
TECHNICAL ASSISTANT	79.1	79.1	71.1	70.1	71.1	71.1
OFFICE ASSISTANT PERSONNEL Total	1,309.6	1,290.1	1,226.1	1,237.1	1,231.1	1,218.6
TRADES PERSONNEL						
TRADEPERSON	422.0	440.0	416.0	416.0	417.0	417.0
SECURITY OFFICER	29.0	28.0	28.0	28.0	28.0	28.0
TRADES PERSONNEL Total	451.0	468.0	444.0	444.0	445.0	445.0
CUSTODIAL PERSONNEL						
CUSTODIAN	1,318.0	1,325.0	1,281.5	1,307.0	1,307.0	1,286.5
FIELD CUSTODIAN	33.0	33.0	33.0	33.0	33.0	33.0
PLANT OPERATIONS MONITOR	10.0	10.0	20.0	20.0	18.0	18.0
CUSTODIAL PERSONNEL Total	1,361.0	1,368.0	1,334.5	1,360.0	1,358.0	1,337.5
TRANSPORTATION PERSONNEL						
ROUTE SUPERVISOR	33.0	29.0	29.0	30.0	29.0	29.0
TRANSPORTATION PERSONNEL Total	33.0	29.0	29.0	30.0	29.0	29.0
OPERATING FUND Total	23,470.6	23,843.3	23,443.7	23,868.8	23,827.1	23,938.3

School Operating Fund Position Detail School-Based vs. Nonschool-Based

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
SCHOOL-BASED						
PRINCIPALS						
PRINCIPAL ES	139.0	139.0	139.0	140.0	140.0	141.0
PRINCIPAL MS	23.0	23.0	23.0	23.0	23.0	23.0
PRINCIPAL HS	25.0	25.0	25.0	25.0	25.0	25.0
PRINCIPAL SPECL ED	7.0	7.0	7.0	7.0	7.0	7.0
PRINCIPAL ALT HS	2.0	2.0	3.0	3.0	3.0	3.0
PRINCIPALS Total	196.0	196.0	197.0	198.0	198.0	199.0
ASSISTANT PRINCIPALS						
ASST PRINCIPAL ES	182.0	184.0	185.0	188.0	188.0	182.0
ASST PRINCIPAL MS	52.0	52.0	52.0	52.0	52.0	52.0
ASST PRINCIPAL HS	106.0	108.0	109.0	111.0	111.0	109.0
ASST PRINCIPAL SP ED	27.0	27.0	26.0	26.0	26.0	26.0
ASST PRINCIPAL ALT	4.0	4.0	3.0	3.0	3.0	3.0
STUDT ACT DIRECTOR	25.0	25.0	25.0	25.0	25.0	25.0
STUDENT SERVICES DIRECTOR	53.0	53.0	53.0	53.0	53.0	53.0
ASSISTANT PRINCIPALS Total	449.0	453.0	453.0	458.0	458.0	450.0
SUPERVISORS						
DIRECTOR	1.0	0.0	0.0	0.0	0.0	0.0
COORDINATOR	1.5	1.5	1.0	1.0	1.0	1.0
SUPERVISORS Total	2.5	1.5	1.0	1.0	1.0	1.0
SPECIALISTS						
FUNCTIONAL SUPERVISOR	1.0	1.0	3.0	3.0	3.0	3.0
CERTIFIED ATHLETIC TRAINER	25.0	25.0	25.0	25.0	25.0	25.0
PSYCHOLOGIST	147.5	154.5	158.5	160.0	160.0	158.0
SOCIAL WORKER	133.5	144.5	149.5	151.0	151.0	149.5
INSTRUCTIONAL SPECIALIST	37.0	37.0	34.0	34.0	36.0	36.0
BUSINESS SPECIALIST	40.5	38.5	37.5	37.5	37.5	37.5
TECH SPECIALIST	347.3	347.3	334.3	335.3	335.3	333.8
SPECIALISTS Total	731.8	747.8	741.8	745.8	747.8	742.8
TECHNICAL PERSONNEL						
TECHNICIAN	120.0	121.0	121.0	118.0	118.0	117.0
SAFETY/SECURTY SPEC	45.0	45.0	45.0	45.0	46.0	46.0
CAREER CENTER SPEC	25.0	25.0	25.0	25.0	25.0	25.0
SAFETY/SECURTY ASST	118.0	120.0	119.0	119.0	119.0	119.0
TECHNICAL PERSONNEL Total	308.0	311.0	310.0	307.0	308.0	307.0

School Operating Fund Position Detail School-Based vs. Nonschool-Based

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
TEACHERS						
TCHR KINDERGARTEN	597.0	619.0	574.0	589.0	589.0	548.0
TCHR ES (1-6)	3,977.3	4,064.3	3,989.0	3,899.0	3,899.0	3,836.0
TCHR ES - PE/MUSIC/ART	736.4	755.2	741.2	871.4	871.4	856.9
TCHR MS	1,457.8	1,449.1	1,429.0	1,487.1	1,487.1	1,494.0
TCHR HS	2,673.4	2,672.7	2,630.5	2,737.4	2,737.4	2,739.5
TCHR SPECIAL ED	2,947.3	2,999.3	3,030.5	3,069.4	3,068.4	3,102.6
TCHR READING	199.0	201.0	203.0	201.0	201.0	199.0
TCHR ES ART	3.3	3.3	3.3	3.3	3.3	3.3
TCHR GT RESOURCE	69.5	76.0	76.0	76.0	76.0	77.0
TCHR INSTMNTL MUSIC	156.7	172.0	175.0	182.0	182.0	182.0
TCHR PROF TECH	331.8	331.9	316.7	318.2	318.2	330.5
TCHR WORK EXPER PRG	5.0	5.0	5.0	5.0	4.0	4.0
TCHR INSTRL SUPPORT	200.8	200.8	212.6	212.6	212.6	212.6
SCHOOL COUNS SVS MS/HS	328.0	329.0	333.0	342.0	342.0	344.0
SCHOOL COUNS SVS ES	218.0	220.0	222.0	221.5	221.5	220.5
LIBRARIAN	237.0	238.0	241.0	242.0	242.0	237.0
AUDIOLOGIST	14.5	14.5	14.5	14.5	14.5	14.5
TCHR STAFFNG RESRVE	93.0	142.7	190.0	230.0	115.4	355.5
PHYS/OCC THERAPIST	90.0	91.0	89.0	87.0	87.0	87.0
TCHR PROF TECH ACAD	67.0	65.5	65.5	65.5	65.5	65.5
TCHR ALTERNATIVE ED	185.7	196.5	176.2	171.8	170.8	169.0
TCHR ESL	87.5	88.5	91.0	100.5	100.5	109.0
TCHR PROF TECH PROJ	4.0	4.0	4.0	4.0	4.0	4.0
TCHR LAB	15.0	15.0	15.0	15.0	15.0	15.0
TEACHERS Total	14,695.0	14,954.2	14,826.9	15,145.1	15,027.6	15,206.4
INSTRUCTIONAL ASSISTANTS						
INSTRUCTL ASSIST K	597.0	619.0	574.0	589.0	589.0	548.0
INSTRL ASSIST GENRL	322.5	327.4	269.6	270.1	270.0	268.2
INSTRL ASSIST SP ED	1,567.0	1,589.0	1,643.0	1,684.0	1,684.0	1,710.0
INSTRL ASSIST ALT	11.0	11.0	11.0	11.0	11.0	11.0
INSTRL ASSIST SP PRG	13.0	14.0	14.0	14.0	14.0	14.0
INSTRL ASSIST RESRV	74.5	58.0	43.0	43.0	115.8	83.0
INSTRUCTIONAL ASSISTANTS Total	2,585.0	2,618.4	2,554.6	2,611.1	2,683.8	2,634.2
SPECIALIZED ASSISTANTS						
PUB HLTH TRN ASSIST	275.0	289.5	255.0	260.0	260.0	282.0
SPECIAL EDUCATION ATTENDANT	141.0	149.0	146.0	145.0	145.0	151.0
SPECIALIZED ASSISTANTS Total	416.0	438.5	401.0	405.0	405.0	433.0
OFFICE ASSISTANT PERSONNEL						
OFFICE ASSIST ES	716.5	699.5	655.0	665.5	665.5	653.5
OFFICE ASSIST MS	84.0	82.5	84.5	86.0	86.0	85.5
OFFICE ASSIST SEC	236.5	235.5	237.5	237.5	237.5	237.5
OFFICE ASSIST SP ED	33.5	34.5	33.0	33.0	33.0	33.0
PROGRAM/ADMINISTRATIVE ASSISTANT	16.0	15.0	14.0	14.0	14.0	14.0
OFFICE ASSISTANT PERSONNEL Total	1,086.5	1,067.0	1,024.0	1,036.0	1,036.0	1,023.5
TRADES PERSONNEL						
TRADESPERSON	43.0	43.0	43.0	43.0	43.0	43.0
TRADES PERSONNEL Total	43.0	43.0	43.0	43.0	43.0	43.0
CUSTODIAL PERSONNEL						
CUSTODIAN	1,305.0	1,312.0	1,268.5	1,294.0	1,294.0	1,273.5
FIELD CUSTODIAN	33.0	33.0	33.0	33.0	33.0	33.0
CUSTODIAL PERSONNEL Total	1,338.0	1,345.0	1,301.5	1,327.0	1,327.0	1,306.5
SCHOOL-BASED Total	21,850.7	22,175.4	21,853.8	22,276.9	22,235.2	22,346.3

School Operating Fund Position Detail School-Based vs. Nonschool-Based

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
NONSCHOOL-BASED						
LEADERSHIP TEAM						
DIVISION SUPT	1.0	1.0	1.0	1.0	1.0	1.0
DEPUTY SUPT	1.0	1.0	1.0	1.0	1.0	1.0
DIVISION CHIEF	0.0	0.0	3.0	3.0	3.0	3.0
ASSISTANT SUPT	16.0	16.0	11.0	11.0	11.0	11.0
DIVISIONWIDE COUNSEL	1.0	1.0	1.0	1.0	1.0	1.0
LEADERSHIP TEAM Total	19.0	19.0	17.0	17.0	17.0	17.0
ASSISTANT PRINCIPALS						
ASST PRINCIPAL ALT	2.0	2.0	2.0	2.0	2.0	2.0
ASSISTANT PRINCIPALS Total	2.0	2.0	2.0	2.0	2.0	2.0
SUPERVISORS						
EXECUTIVE PRINCIPAL	0.0	0.0	7.0	7.0	7.0	7.0
DIRECTOR	39.5	40.5	33.5	33.5	34.5	34.5
COORDINATOR	102.5	103.5	104.5	105.5	104.5	105.5
SUPERVISORS Total	142.0	144.0	145.0	146.0	146.0	147.0
SPECIALISTS						
HEARING OFFICER/ASST	7.0	7.0	7.0	7.0	6.0	6.0
EXECUTIVE ASSISTANT	4.0	4.0	3.0	3.0	3.0	3.0
AUDITOR	4.0	6.0	7.0	7.0	7.0	7.0
FUNCTIONAL SUPERVISOR	76.0	78.0	77.0	77.0	81.0	80.0
ATTORNEY	3.0	5.0	3.0	3.0	3.0	3.0
INSTRUCTIONAL SPECIALIST	85.0	87.0	81.5	81.5	84.5	82.5
BUSINESS SPECIALIST	166.0	170.0	166.5	168.5	170.5	173.5
TECH SPECIALIST	218.7	218.7	211.7	210.7	210.7	209.7
SPECIALISTS Total	563.7	575.7	556.7	557.7	565.7	564.7
TECHNICAL PERSONNEL						
TECHNICIAN	179.6	202.6	187.6	187.6	187.6	187.6
TECHNICAL PERSONNEL Total	179.6	202.6	187.6	187.6	187.6	187.6
TEACHERS						
TCHR INSTRL SUPPORT	25.5	23.5	16.5	16.5	16.5	16.5
TCHR PROF TECH ACAD	1.0	1.0	0.0	0.0	0.0	0.0
TEACHERS Total	26.5	24.5	16.5	16.5	16.5	16.5
OFFICE ASSISTANT PERSONNEL						
PROGRAM/ADMINISTRATIVE ASSISTANT	144.0	144.0	131.0	131.0	124.0	124.0
TECHNICAL ASSISTANT	79.1	79.1	71.1	70.1	71.1	71.1
OFFICE ASSISTANT PERSONNEL Total	223.1	223.1	202.1	201.1	195.1	195.1
TRADES PERSONNEL						
TRADESPERSON	379.0	397.0	373.0	373.0	374.0	374.0
SECURITY OFFICER	29.0	28.0	28.0	28.0	28.0	28.0
TRADES PERSONNEL Total	408.0	425.0	401.0	401.0	402.0	402.0
CUSTODIAL PERSONNEL						
CUSTODIAN	13.0	13.0	13.0	13.0	13.0	13.0
PLANT OPERATIONS MONITOR	10.0	10.0	20.0	20.0	18.0	18.0
CUSTODIAL PERSONNEL Total	23.0	23.0	33.0	33.0	31.0	31.0
TRANSPORTATION PERSONNEL						
ROUTE SUPERVISOR	33.0	29.0	29.0	30.0	29.0	29.0
TRANSPORTATION PERSONNEL Total	33.0	29.0	29.0	30.0	29.0	29.0
NONSCHOOL-BASED Total	1,619.9	1,667.9	1,589.9	1,591.9	1,591.9	1,591.9

Position Detail Other Funds

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
CONSTRUCTION FUND						
SUPERVISORS						
DIRECTOR	0.5	0.5	0.5	0.5	0.5	0.5
COORDINATOR	6.5	6.5	5.5	5.5	5.5	5.5
SUPERVISORS Total	7.0	7.0	6.0	6.0	6.0	6.0
SPECIALISTS						
FUNCTIONAL SUPERVISOR	3.0	3.0	4.0	4.0	4.0	4.0
BUSINESS SPECIALIST	5.5	5.5	5.5	5.5	5.5	5.5
TECH SPECIALIST	20.0	20.0	21.0	21.0	21.0	21.0
SPECIALISTS Total	28.5	28.5	30.5	30.5	30.5	30.5
TECHNICAL PERSONNEL						
TECHNICIAN	45.8	45.8	45.8	45.8	45.8	45.8
TECHNICAL PERSONNEL Total	45.8	45.8	45.8	45.8	45.8	45.8
OFFICE ASSISTANT PERSONNEL						
PROGRAM/ADMINISTRATIVE ASSISTANT	5.0	5.0	4.0	4.0	4.0	4.0
OFFICE ASSISTANT PERSONNEL Total	5.0	5.0	4.0	4.0	4.0	4.0
TRADES PERSONNEL						
TRADESPERSON	1.0	1.0	1.0	1.0	1.0	1.0
TRADES PERSONNEL Total	1.0	1.0	1.0	1.0	1.0	1.0
CONSTRUCTION FUND Total	87.3	87.3	87.3	87.3	87.3	87.3
FOOD AND NUTRITION FUND						
SUPERVISORS						
DIRECTOR	1.0	1.0	1.0	1.0	1.0	1.0
COORDINATOR	4.0	4.0	4.0	4.0	4.0	4.0
SUPERVISORS Total	5.0	5.0	5.0	5.0	5.0	5.0
SPECIALISTS						
BUSINESS SPECIALIST	14.0	14.0	14.0	14.0	14.0	14.0
SPECIALISTS Total	14.0	14.0	14.0	14.0	14.0	14.0
TECHNICAL PERSONNEL						
TECHNICIAN	2.5	2.5	2.5	2.5	2.5	2.5
TECHNICAL PERSONNEL Total	2.5	2.5	2.5	2.5	2.5	2.5
OFFICE ASSISTANT PERSONNEL						
PROGRAM/ADMINISTRATIVE ASSISTANT	7.0	7.0	7.0	7.0	7.0	7.0
TECHNICAL ASSISTANT	2.0	2.0	2.0	2.0	2.0	2.0
OFFICE ASSISTANT PERSONNEL Total	9.0	9.0	9.0	9.0	9.0	9.0
TRADES PERSONNEL						
TRADESPERSON	13.0	13.0	13.0	13.0	13.0	13.0
TRADES PERSONNEL Total	13.0	13.0	13.0	13.0	13.0	13.0
FOOD AND NUTRITION FUND Total	43.5	43.5	43.5	43.5	43.5	43.5
ADULT AND COMMUNITY EDUCATION FUND						
SUPERVISORS						
COORDINATOR	1.0	1.0	1.0	1.0	1.0	1.0
SUPERVISORS Total	1.0	1.0	1.0	1.0	1.0	1.0
SPECIALISTS						
FUNCTIONAL SUPERVISOR	4.0	4.0	4.0	4.0	4.0	4.0
INSTRUCTIONAL SPECIALIST	3.0	2.0	2.0	2.0	2.0	2.0
BUSINESS SPECIALIST	6.0	7.0	7.0	6.8	6.8	6.8
TECH SPECIALIST	2.0	2.0	2.0	2.0	2.0	2.0
SPECIALISTS Total	15.0	15.0	15.0	14.8	14.8	14.8
TECHNICAL PERSONNEL						
TECHNICIAN	5.0	5.0	5.0	5.0	5.0	5.0
CAREER CENTER SPEC	0.0	1.0	1.0	0.7	0.7	0.7
TECHNICAL PERSONNEL Total	5.0	6.0	6.0	5.7	5.7	5.7

Position Detail Other Funds

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
TEACHERS						
TCHR HS	1.0	0.0	0.0	0.0	0.0	0.0
TCHR PROF TECH PROJ	3.5	3.5	3.5	3.5	3.5	3.5
TEACHERS Total	4.5	3.5	3.5	3.5	3.5	3.5
OFFICE ASSISTANT PERSONNEL						
PROGRAM/ADMINISTRATIVE ASSISTANT	6.0	6.0	6.0	6.0	6.0	6.0
TECHNICAL ASSISTANT	5.0	5.0	5.0	5.0	5.0	5.0
OFFICE ASSISTANT PERSONNEL Total	11.0	11.0	11.0	11.0	11.0	11.0
TRADES PERSONNEL						
TRADESPERSON	2.0	2.0	2.0	2.0	2.0	2.0
TRADES PERSONNEL Total	2.0	2.0	2.0	2.0	2.0	2.0
ADULT AND COMMUNITY EDUCATION FUND Total	38.5	38.5	38.5	38.0	38.0	38.0
GRANTS AND SELF SUPPORTING FUND						
PRINCIPALS						
PRINCIPAL ES	1.0	1.0	0.0	0.0	0.0	0.0
PRINCIPALS Total	1.0	1.0	0.0	0.0	0.0	0.0
ASSISTANT PRINCIPALS						
ASST PRINCIPAL ALT	1.0	1.0	1.0	1.0	1.0	1.0
ASSISTANT PRINCIPALS Total	1.0	1.0	1.0	1.0	1.0	1.0
SUPERVISORS						
COORDINATOR	2.0	1.0	1.0	1.0	1.0	1.0
SUPERVISORS Total	2.0	1.0	1.0	1.0	1.0	1.0
SPECIALISTS						
FUNCTIONAL SUPERVISOR	8.0	9.0	9.0	10.0	11.5	11.5
SOCIAL WORKER	4.5	4.0	4.0	4.3	4.0	3.5
INSTRUCTIONAL SPECIALIST	22.0	22.0	22.5	23.0	23.0	23.0
BUSINESS SPECIALIST	30.0	32.0	31.0	32.0	31.5	29.5
TECH SPECIALIST	21.0	21.0	22.0	24.0	24.5	23.5
SPECIALISTS Total	85.5	88.0	88.5	93.3	94.5	91.0
TECHNICAL PERSONNEL						
TECHNICIAN	21.5	22.0	21.0	19.0	19.0	19.0
TECHNICAL PERSONNEL Total	21.5	22.0	21.0	19.0	19.0	19.0
TEACHERS						
TCHR MS	2.0	2.0	0.0	0.0	0.0	0.0
TCHR HS	0.5	0.0	0.0	0.0	0.0	0.0
TCHR SPECIAL ED	1.2	1.2	1.7	1.7	1.7	0.7
TCHR TITLE I	132.4	108.6	103.3	112.2	116.5	92.6
TCHR-TITLE I PARENT INVOLVEMENT	2.0	1.4	0.1	0.0	0.0	0.0
TCHR FECEP	91.0	94.0	97.0	99.0	101.0	101.0
TCHR INSTRL SUPPORT	48.5	46.9	45.8	39.0	41.0	49.5
SCHOOL COUNS SVS MS/HS	1.0	1.0	1.0	0.0	0.0	0.0
SCHOOL COUNS SVS ES	1.0	1.0	0.0	0.0	0.0	0.0
TCHR ALTERNATIVE ED	20.0	20.0	17.5	17.5	17.5	15.0
TCHR ESL	1.0	1.0	1.0	1.0	1.0	1.0
TEACHERS Total	300.6	277.1	267.4	270.4	278.7	259.8
INSTRUCTIONAL ASSISTANTS						
INSTRL ASSIST SP ED	0.5	2.3	0.5	0.5	0.5	0.5
INSTRL ASSIST SP PRG	93.0	99.0	103.0	104.0	106.0	106.0
INSTRUCTIONAL ASSISTANTS Total	93.5	101.3	103.5	104.5	106.5	106.5
OFFICE ASSISTANT PERSONNEL						
OFFICE ASSIST SP ED	1.0	1.0	1.5	1.5	1.5	1.0
PROGRAM/ADMINISTRATIVE ASSISTANT	23.5	22.0	21.5	21.5	21.0	19.5
TECHNICAL ASSISTANT	3.5	4.5	3.5	3.5	3.5	3.5
OFFICE ASSISTANT PERSONNEL Total	28.0	27.5	26.5	26.5	26.0	24.0
GRANTS AND SELF SUPPORTING FUND Total	533.1	518.8	508.9	515.7	526.7	502.3

Position Detail Other Funds

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Approved	FY 2016 Revised	FY 2017 Approved
INSURANCE FUND						
SUPERVISORS						
COORDINATOR	1.0	1.0	1.0	1.0	1.0	1.0
SUPERVISORS Total	1.0	1.0	1.0	1.0	1.0	1.0
SPECIALISTS						
BUSINESS SPECIALIST	4.3	4.3	4.3	4.3	4.3	4.3
SPECIALISTS Total	4.3	4.3	4.3	4.3	4.3	4.3
OFFICE ASSISTANT PERSONNEL						
TECHNICAL ASSISTANT	5.0	4.0	4.0	4.0	4.0	4.0
OFFICE ASSISTANT PERSONNEL Total	5.0	4.0	4.0	4.0	4.0	4.0
INSURANCE FUND Total	10.3	9.3	9.3	9.3	9.3	9.3
HEALTH AND FLEXIBLE BENEFITS FUND						
SPECIALISTS						
BUSINESS SPECIALIST	8.0	6.0	6.0	6.0	6.0	6.0
TECH SPECIALIST	0.0	2.0	2.0	2.0	2.0	2.0
SPECIALISTS Total	8.0	8.0	8.0	8.0	8.0	8.0
TECHNICAL PERSONNEL						
TECHNICIAN	3.5	3.5	3.5	4.5	4.5	4.5
TECHNICAL PERSONNEL Total	3.5	3.5	3.5	4.5	4.5	4.5
OFFICE ASSISTANT PERSONNEL						
TECHNICAL ASSISTANT	6.5	7.5	7.5	6.5	6.5	6.5
OFFICE ASSISTANT PERSONNEL Total	6.5	7.5	7.5	6.5	6.5	6.5
HEALTH AND FLEXIBLE BENEFITS FUND Total	18.0	19.0	19.0	19.0	19.0	19.0
CENTRAL PROCUREMENT FUND						
SPECIALISTS						
BUSINESS SPECIALIST	1.0	1.0	1.0	0.0	0.0	0.0
SPECIALISTS Total	1.0	1.0	1.0	0.0	0.0	0.0
CENTRAL PROCUREMENT FUND Total	1.0	1.0	1.0	0.0	0.0	0.0
ER-FC FUND						
SUPERVISORS						
DIRECTOR	2.0	2.0	2.0	2.0	2.0	2.0
COORDINATOR	2.0	2.0	2.0	2.0	2.0	2.0
SUPERVISORS Total	4.0	4.0	4.0	4.0	4.0	4.0
SPECIALISTS						
BUSINESS SPECIALIST	7.3	7.3	7.3	7.3	7.3	7.3
TECH SPECIALIST	2.0	2.0	2.0	2.0	2.0	2.0
SPECIALISTS Total	9.3	9.3	9.3	9.3	9.3	9.3
TECHNICAL PERSONNEL						
TECHNICIAN	7.0	7.0	8.0	8.0	8.0	8.0
TECHNICAL PERSONNEL Total	7.0	7.0	8.0	8.0	8.0	8.0
OFFICE ASSISTANT PERSONNEL						
PROGRAM/ADMINISTRATIVE ASSISTANT	1.0	1.0	1.0	1.0	1.0	1.0
TECHNICAL ASSISTANT	8.0	8.0	8.0	8.0	8.0	8.0
OFFICE ASSISTANT PERSONNEL Total	9.0	9.0	9.0	9.0	9.0	9.0
ER-FC FUND Total	29.3	29.3	30.3	30.3	30.3	30.3

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

The summary below is a tool for our stakeholders which provides insight to the challenges our budget encountered throughout the years while striving to maximize resources for effective education of our students. With the exception of base savings for FY 2012 and FY 2013, this section provides a comprehensive review of initiatives since FY 2009, and details our Cost Avoidances, Fee Enhancements, and Reductions that were implemented. Cost avoidances are indicated with an asterisk.

FY 2009

Government Accounting Standards Board Reduction (\$8.0 million) (0.0 positions)

The transfer of \$8.0 million to the Health and Flexible Benefits fund will be eliminated. The FY 2009 other post-employment benefits (OPEB) liability and the annual required contribution (ARC) will be determined by an actuarial valuation during FY 2009.

K-2 Initiative for At-Risk Students (\$0.7 million) (8.0 positions)

In FY 1997, the School Board began funding several initiatives to improve reading in the early grades at Centre Ridge, Dogwood, and Rose Hill Elementary Schools. This program, serving 958 students, will be eliminated in FY 2009. The needs-based staffing model implemented in 2005 provides additional resources to meet these needs.

Textbook Adoption* (\$2.7 million) (0.0 position)

No funding will be provided for new textbook adoptions in FY 2009.

Time Out Rooms (\$0.7 million) (20.0 positions)

The Time Out Room program offered at 11 elementary schools, four middle schools, and five high schools will be eliminated. This program provided teachers with the ability to remove disruptive students from their classroom. This program served as a resource for teachers to use before referring a student for disciplinary action.

Title I Transition Funding (\$0.4 million) (0.0 positions)

Funding originally provided in FY 2008 to assist schools transitioning from the loss of Title I resources will be eliminated. Forestdale, Woodburn, and Mosby Woods elementary schools received continued funding for one year. A second year of transition funding will not be provided.

Assistive Technology Teachers (\$0.2 million) (2.0 positions)

Students on the assistive technology staff caseload require assistive technology as part of their Individualized Education Program (IEP). These students depend on Assistive Technology (AT) teachers to make this technology work successfully in their environment(s). The elimination of 2.0 AT teacher positions will increase teachers' caseloads by approximately 7.0 percent.

Central Office Support to Schools (\$10.9 million) (5.0 positions)

Department or central office expenditures comprise only 5.1 percent of FCPS' School Operating Budget. As part of the budget reductions implemented to balance the FY 2009 budget, departments reduced their budgets by 5.0 percent, resulting in a reduction of \$10.1 million and 5.0 positions. An additional \$0.8 million in reductions to fund a one-time stipend for lower-wage employees will be identified by the Superintendent and reported to the School Board by July 24, 2008. Department reductions to hourly and overtime funding represent approximately 47.7 full-time equivalent positions. Additional budget savings of \$1.9 million were recognized during FY 2008 through an early implementation of some of these reductions. Details of the central office reductions follow.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

General Education Class Size	(\$11.0 million) (158.3 positions)
Nearly 87 percent of the FY 2009 budget is for compensation. A significant majority, over 92 percent, of positions are school-based. In order to balance the FY 2009 budget, the ratio used to calculate general education teachers will increase general education class size by 0.5 for elementary, middle, and high schools.	
Foreign Language in the Elementary Schools (FLES)*	(\$0.8 million) (6.0 positions)
FLES will not be expanded to 12 of the 16 new schools proposed for FY 2009. Funding remains in the FY 2009 budget to continue the program expansion to the next grade level at current schools and to expand the program to four new schools.	
Full-Day Kindergarten Expansion*	(\$4.2 million) (64.0 positions)
Full-day kindergarten (FDK) will not be expanded to 16 of the 21 schools proposed for FY 2009. Reducing the expansion of Full-Day kindergarten to five schools results in a savings of \$4.2 million. With limited expansion of FDK, 99 schools will have Full-Day kindergarten in FY 2009.	
General Education Instructional Assistants	(\$1.8 million) (56.0 positions)
General education nonratio instructional assistants (IA) will be reduced by 17 percent. The remaining general education instructional assistants will be allocated to schools based on enrollment. Additional details are available in the Elementary Staffing Standards chart found in the Appendix.	
Inclusive Schools Resource Teachers	(\$0.6 million) (8.0 positions)
The reduction of 8.0 inclusive schools resource teacher positions will limit support and differentiated training approaches to address individualized student needs.	
Market Scale Adjustment*	(\$17.5 million) (0.0 positions)
A 1.0 percent reduction in the salary market scale adjustment, from 3 percent to 2 percent, was made resulting in a savings of \$17.5 million.	
Preschool IA Reduction and Increase of One Itinerant Service	(\$1.3 million) (32.0 positions)
The Preschool Program consists of two components: class-based and resource. Class-based teachers instruct students in a classroom setting for approximately half of the school day and then provide itinerant services to one other student in an alternate setting. Streamlining the program will increase the number of itinerant services for each class-based teacher to two and reduce the number of instructional assistants (IA) by 16 percent, or 20.0 positions. The IA reduction will reduce the support that these IAs provide to other students when they are not in a preschool classroom. The increase of one itinerant service per teacher results in a savings of 12.0 teachers.	
Reallocation of Instructional Supply Set Aside	(\$1.0 million) (0.0 positions)
Annually, fifteen percent of the approved budget for instructional supplies and textbooks is set aside in a central reserve account until mid-year. A re-allocation of \$1.0 million from the instructional supply set aside reserve will add 20.0 school-based positions to the staffing reserve. These positions will mitigate staffing issues that may arise due to compounding budget reductions and the effect of the increase in class size at small schools.	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Student Information System* (\$2.2 million)
(0.0 positions)
Funding will be reduced by \$2.2 million for the first year of the replacement of the Student Information System. The total cost is projected to be \$15.25 million spread over three years.

Technology Support Specialists (\$1.5 million)
(16.0 positions)
Completion of the elementary school TSSpec model of a 0.5 technology support specialist at each elementary school was deferred.

Excel Program Components (\$0.7 million)
(6.0 positions)
Project Excel supports class size reduction, Direct Instruction, Reading Recovery, and Success For All. In FY 2008, funding of \$7.4 million provided a uniform school day, extended contracts, Phase II curriculum funding, and full-time substitute teachers to 20 elementary schools. Uniform school day and extended contracts were not included in the redesign scope.

Quest Program (\$0.2 million)
(0.0 positions)
Quest is a three-year science, math, language arts, and technology program for high-achieving minority students in grades 6-8. The program is designed to increase the number of underrepresented students in advanced secondary programs. The program was housed at Longfellow Middle School, but all students who met program criteria and were nominated by schools were eligible. Through redesign, this program will serve more students at more sites and be funded through the Middle School After-School Program where funding will be reallocated.

Student Accountability Program (\$0.9 million)
(16.5 positions)
The Student Accountability Program is designed to help students in 6th through 8th grade attain specific promotion benchmarks at the end of each grade. The redesign reduces the number of positions from 33.0 to 16.5.

Summit Program (\$1.5 million)
(19.0 positions)
The Summit Program provided behavioral and academic intervention. Students previously served by this program will be served by the Alternative Learning Centers or the student's base school. Of the 30.0 positions originally in the Summit Program, 11.0 positions will be added to the Alternative Learning Centers as part of the redesign.

Young Scholars Program (\$0.0 million)
(0.0 positions)
The Young Scholars Program is designed to help increase the proportion of historically underrepresented students in gifted programs. The redesign task force recommended restoring all gifted and talented resource teachers.

Summer School (General Education) (\$5.3 million)
(6.5 positions)
The summer school redesign includes a school-based program of intervention for elementary and middle school students. Programs will focus on meeting the identified academic needs of student participants and are tailored for each location. High school programs will be offered in four central sites and will offer courses for both acceleration and credit recovery. A transfer from the operating fund of \$8.6 million was recommended by the summer school task force.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

FY 2010

Achievement, Integrity, and Maturity (AIM) **(\$0.2 million)** **(4.0 positions)**

A budget reduction of \$0.2 million includes 4.0 instructional assistant positions and all hourly technical, staff development, and special functions funding. The reduction of hourly funding represents approximately a 0.4 position.

Activities and Athletics **(\$0.2 million)** **(0.0 positions)**

A budget reduction of \$0.2 million is achieved by reducing police services and VHSL field trips (by consolidation).

Adult Education **(\$0.9 million)** **(1.0 position)**

A budget reduction of \$0.9 million includes the transfer of a 1.0 director position to the Adult and Community Education (ACE) Fund and a reduction of the operating fund transfer to ACE. The reduction at the advertised totaled \$1.8 million; however, due to efficiencies in the summer school redesign, the summer school transfer is reduced by \$0.9 million and these funds are applied to the ACE fund for use in supporting the adult English Speakers of Other Languages program.

After-School Initiatives **(\$0.1 million)** **(0.0 positions)**

A budget reduction of \$0.1 million reduces funding at all middle schools by approximately \$3,000 per school. Additionally, the county's adopted budget includes a reduction of \$0.3 million. The net reduction to this joint program is a loss of \$0.4 million (about \$15,000 per middle school).

Alternative Learning Centers (ALC) **(\$0.1 million)** **(4.0 positions)**

A budget reduction of \$0.1 million includes 4.0 instructional assistant positions and hourly teacher, hourly parent liaison, professional development, and special functions funding. The elimination of hourly funding represents approximately a 0.1 position.

Assistive Technology for Students with Disabilities **(\$0.6 million)** **(8.0 positions)**

The formula for generating assistive technology services (ATS) positions is adjusted to reduce the weight of students with a Category A Level 2 primary service from 2.6 to 1.0. The weight for students with a Level 1 primary service or Category B Level 2 primary service remains unchanged. The net result of all budget cycle changes is a decrease of 7.0 ATS teacher positions, 1.0 instructional specialist position, and hourly funding equating to a 0.3 position.

Career and Technical Education (CTE) **(\$0.1 million)** **(0.0 positions)**

A budget reduction of \$0.1 million includes hourly office assistance, materials and supplies, printing, and facility modifications. The elimination of hourly funding represents approximately a 0.3 position. Since staffing for Career and Technical Education is calculated using the high school staffing formula, savings from increasing class size by 0.5 students per teacher is reflected in the core high school budget reduction.

Career and Transition Services (CTS) **(\$1.1 million)** **(12.0 positions)**

The ratio for special services Career and Transition teacher positions changes from 24:1 to 34:1. The ratio for special services Job Placement teacher positions changes from 48:1 to 54:1. A budget reduction of \$1.1 million includes 12.0 special education teacher positions, materials and supplies, contracted services, and a reduction in contract lengths consisting of reducing contract lengths for 34 positions by 10 days and for 4 positions by 20 days.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Changing Education Through the Arts **(\$0.3 million)** **(3.0 positions)**

This program, which had been available at eight sites, is eliminated, and the reduction includes 3.0 Time-to-Teach positions. The elimination of hourly funding represents approximately a 0.5 position. However, schools can continue the program with internal funding. Furthermore, the Instructional Services Department will pay membership costs to the Kennedy Center, as well as some professional development costs for those Changing Education Through the Arts (CETA) schools not receiving additional resources, via Focus or other programs.

Character Education **(\$0.2 million)** **(1.5 positions)**

Beginning in FY 2010, character education resources are embedded in schools, and central support will no longer be required. A budget reduction of \$0.2 million includes a 1.0 coordinator position and a 0.5 office assistant position. The elimination of hourly funding represents approximately 1.7 positions.

Cluster Services and Programs (Special Education) **(\$2.1 million)** **(31.5 positions)**

The redesign of the Department of Special Services' cluster support model results in a reduction of \$2.1 million and 31.5 positions.

College Success Program (program redesign) **(\$0.2 million)** **(2.0 positions)**

In FY 2010, FCPS redesigns included four programs sharing similar goals: The Advancement via Individual Determination (AVID) Program, Early Identification Program (EIP), College Partnership Program (CPP), and Pathways to the Baccalaureate. Combining these programs within one department improves efficiencies. Collectively, these programs are reduced by \$0.2 million and 2.0 positions.

Contract Services **(\$0.1 million)** **(1.0 position)**

A budget reduction of \$0.1 million includes a 1.0 instructional specialist position and the elimination of hourly funding representing approximately a 0.1 position.

Core Elementary Instruction **(\$9.6 million)** **(233.9 positions)**

A budget reduction of \$9.6 million includes 71.9 teacher positions, 7.0 instructional assistant positions, 4.0 assistant principal positions, 78.0 clerical positions, 72.0 custodian positions, and a 1.0 nonschool-based position due to efficiencies identified in the Instructional Services reorganization. Class size increases by 0.5 students from 25.75:1 to 26.25:1, which impacts the teacher, instructional assistant, assistant principal, clerical, and custodial staffing formulas. The formulas for clerical and custodial positions are reduced at all schools by an average of 0.5 positions for each of these support groups, and the formula for assistant principals is modified to limit the number of assistant principals per school to a maximum of 2.0. A reduction of hourly funding represents approximately 2.6 positions.

Core High School Instruction **(\$7.0 million)** **(129.7 positions)**

A budget reduction of \$7.0 million includes 37.2 teacher positions, 20.0 assistant principal positions, 42.0 office assistant positions, and 26.5 custodian positions. The total amount also includes 4.0 nonschool-based positions that are a result of the Instructional Services reorganization. An increase in class size of 0.5 students increases the staffing ratio from 29:1 to 29.5:1. The formulas for clerical and custodial positions are reduced at all schools by an average of a 1.0 position for each of these support groups, and the formula for assistant principals is modified to limit the number of assistant principals per school to a maximum of 5.0. To ensure that no school loses more than 1.0 AP in FY 2010, 4.0 positions are provided from the staffing reserve for one year only. In addition, the clerical formula for secondary schools is reduced to a sub-school configuration. A reduction of hourly funding represents approximately 1.5 positions.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Core Middle School Instruction	(\$3.5 million) (79.9 positions)
A budget reduction of \$3.5 million includes 25.9 teacher positions, 26.0 office assistants, and 28.0 custodian positions. An increase in class size of 0.5 students per teacher results in an increase in the staffing ratio from 26.4:1 to 26.9:1. The formulas for clerical and custodial positions are reduced at all schools by an average of a 1.0 position for each of these support groups, and the formula for assistant principals is modified to limit the number of assistant principals per school to a maximum of 2.0. A reduction of hourly funding represents approximately 1.2 positions.	
Deaf/Hard-of-Hearing and Vision	(\$0.7 million) (12.0 positions)
A budget reduction of \$0.7 million includes 7.0 special education teacher positions and 5.0 technician positions, and postponement of replacement equipment purchases. This reduction in personnel results in an increase to the student-to-teacher ratio in vision programs from 12:1 to 13:1, an increase to the student-to-hearing teacher ratio from 12.5:1 to 18.5:1, and an increase to the student-to-hearing technician ratio from 10:1 to 11.5:1.	
Elementary Focus (program redesign)	(\$0.5 million) (20.0 positions)
This budget reduction of \$0.5 million reduces the funding of Focus schools in FY 2010. Each of the current Focus schools will be asked to submit a renewal application to determine the FY 2010 allocation of funding. As a part of the Focus program redesign, funding will be allocated to schools who may then convert dollars to positions.	
Elementary Special Education	(\$0.1 million) (2.0 positions)
The minimum class size remains at 6.5:1. A 1.0 director, 1.0 office assistant, and 2.0 instructional assistant positions are reduced from the FY 2009 approved. A 1.0 resource teacher and 1.0 adapted curriculum teacher are added as a result of department reorganization.	
Embedded Professional Development	(\$0.2 million) (0.0 positions)
A budget reduction of \$0.2 million includes hourly teachers and substitute funding; materials and supplies; technical training; professional development; and contracted services. The reduction of hourly funding represents approximately 3.4 positions. This reduction eliminates stipends for National Board Certified Teachers teaching at nonhigh-risk schools and decreases funding for new teacher mentoring, Teacher Researcher, and cognitive coaching programs.	
English for Speakers of Other Languages	(\$1.3 million) (19.0 positions)
Since English for Speakers of Other Languages (ESOL) staffing is based on the same formula used to determine class size, the increase in class size of 0.5 students per teacher results in a decrease of 19.0 ESOL positions and a savings of \$1.3 million.	
Family and School Partnership	(\$0.0 million) (0.0 positions)
A budget reduction of \$41,228 includes hourly teacher, clerical, and parent liaison funding; materials and supplies; membership fees; and printing. The elimination of hourly funding represents approximately a 0.3 position.	
Guidance and Career Services	(\$1.1 million) (16.0 positions)
A budget reduction of \$1.1 million includes 16.0 guidance counselor positions due to the increase in the student-to-counselor ratio from 300:1 to 320:1 in middle schools and from 270:1 to 290:1 in high schools. There is no change to the elementary school ratio for school counselors.	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

High School Academies (\$0.4 million)
(5.0 positions)
A budget reduction of \$0.4 million includes 5.0 school counselor positions, one at each academy (Chantilly, Edison, Fairfax, Marshall, and West Potomac), materials and supplies, contracted services, and printing.

Instructional and Support Professional Development (\$0.3 million)
(0.0 positions)
A budget reduction of \$0.3 million includes hourly teacher funding, materials and supplies, tuition reimbursement, professional development, and contracted services. The reduction of hourly funding represents approximately a 0.1 position.

Instructional Technology (\$0.0 million)
(0.0 positions)
A budget reduction of \$40,000 includes hourly teacher funding. The reduction of hourly funding represents approximately a 0.7 position. The reduction results from the elimination of a mentorship program for School-Based Technology Specialists who are newly hired or are changing educational service levels.

Interagency Alternative Schools (\$0.6 million)
(11.0 positions)
A budget reduction of \$0.6 million includes 6.0 teacher and 5.0 instructional assistant positions. Additional reductions include hourly teacher and substitutes, materials and supplies, professional development, student transportation, and printing. The reduction of hourly funding represents approximately a 0.1 position.

Library Information Systems (Library Media) (\$1.5 million)
(13.5 positions)
Budget reductions of \$1.5 million include 11.0 clerical, 1.0 central office, a 1.0 out-of-ratio position at Mount Vernon HS, and a 0.5 media technician position at Hayfield; hourly teacher, clerical, and substitute funding; materials and supplies; fees; and computer equipment services. The reduction of hourly funding represents approximately 3.3 positions. Furthermore, the contract length of high school librarians is reduced from 218 to 208 days, and the contract length of head librarians at Burke, Cedar Lane, and Quander Road schools are reduced from 218 to 194 days. Contract lengths for elementary and middle school librarians (198 days) are not changed.

MentorWorks (\$0.0 million)
(0.0 positions)
The elimination of funding from the Operating Fund results in a savings of \$41,629, including hourly office assistance, materials and supplies, and contracted services that enable the central office support of school-based mentors. The elimination of hourly funding represents approximately a 0.5 position. The Grants and Self-Supporting Fund continues to fund the 1.0 mentoring specialist position in FY 2010.

Middle and High School Enhancements (\$0.2 million)
(1.0 position)
A budget elimination of \$0.2 million includes a 1.0 instructional assistant position; hourly teachers, parent liaisons, and substitutes; materials and supplies; transportation; professional development; and contracted services. The elimination of hourly funding represents approximately 2.1 positions.

Modified School Calendar - Secondary (\$0.2 million)
(0.0 positions)
The program is eliminated, and savings include funding for hourly teachers and instructional assistants; materials and supplies; and transportation costs. The elimination of hourly funding represents approximately 2.9 positions.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Modified School Calendar - Elementary	(\$2.6 million) (7.0 positions)
The Modified School Calendar - Elementary Program, available at seven elementary schools, is eliminated. Instead, extended learning opportunities are provided using Title I and IDEA ARRA funding. Title I ARRA funding is in the Grants and Self-Supporting Fund.	
Monitoring and Compliance	(\$0.2 million) (2.0 positions)
A budget reduction of \$0.2 million includes 2.0 instructional specialist positions.	
Parent Resource Center	(\$0.0 million) (0.0 positions)
A budget reduction of \$13,549 eliminates hourly special education parent liaison funding and requires the closing of the Parent Resource Center located at Aldrin Elementary School. The reduction of hourly funding represents approximately a 0.2 position.	
Planetarium	(\$0.4 million) (4.5 positions)
The Planetarium Program, previously available at nine sites, is eliminated. A budget elimination of \$0.4 million includes 4.5 planetarium teacher positions, funding for field trip bus drivers, and materials and supplies.	
Positive Behavior Support	(\$0.1 million) (0.0 positions)
A budget reduction of \$0.1 million includes a 50 percent reduction in training that is offered to support schools' PBS programs and reductions in hourly teacher and contracted services funding. The reduction of hourly funding represents approximately 1.4 positions.	
Preschool Special Education	(\$0.2 million) (2.0 positions)
The redesign of the Department of Special Services results in a reduction of \$0.2 million including 2.0 instructional specialist positions within the preschool program.	
Preschool Diagnostic Center	(\$0.1 million) (1.0 position)
The redesign of the Department of Special Services results in a reduction of a 1.0 audiologist position, hourly clerical funds, and materials and supplies. The reduction of hourly funding represents approximately a 0.2 position.	
Project Excel	(\$7.3 million) (14.7 positions)
Project Excel, present at 20 sites in the county, is eliminated. Instead, extended learning opportunities are provided using Title I and IDEA ARRA funding.	
Psychological and Preventive Services	(\$2.3 million) (21.0 positions)
The formula for general psychologist positions increases from 2,000 to 2,325 points per position and the formula for psychologists for the emotional disabilities program increases from 35 to 38 points per position. Contract lengths are reduced from 219 days to 209 days. After accounting for growth, FY 2009 position trades, and redesign changes, the net reduction for all psychologist positions is 1.0.	
Safe and Drug Free Youth	(\$0.1 million) (0.0 positions)
A budget reduction of \$0.1 million includes hourly funds and materials and supplies. The reduction of hourly funding represents approximately a 0.9 position.	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Secondary Special Education	(\$1.3 million) (20.0 positions)
A budget reduction of \$1.3 million includes 17.0 Category A teachers, a 1.0 Category A instructional assistant, a 1.0 director, and a 1.0 office assistant position. This reduction results from increasing the minimum class size for Category A from 11:1 to 11.5:1.	
Social Work and Support Services	(\$1.0 million) (6.0 positions)
A budget reduction of \$1.0 million includes social worker positions. The formula for social worker positions goes from 2,200 to 2,360 points per position and the ratio for social workers for the emotional disabilities program goes from 61 to 51 points per position. Contract lengths are reduced from 219 days to 209 days. After accounting for growth, FY 2009 trades, and redesign changes, the net reduction for all social worker positions is 3.5.	
Special Education Extended School Year	(\$0.5 million) (0.0 positions)
In summer 2008, FCPS implemented a new, more efficient summer school model resulting in projected savings of \$0.5 million in FY 2010 (summer 2009). Mandated services are not impacted.	
Special Education Instructional Staff Development	(\$0.0 million) (0.0 positions)
A budget reduction of \$6,933 includes substitute funding and special functions.	
Summer School Transfer	(\$0.9 million) (0.0 positions)
Due to efficiencies achieved through the summer school redesign, there is an available balance from FY 2009 summer school that is transferred to Adult Education to maintain funding for the adult English for Speakers of Other Languages program.	
Teacher Leadership	(\$0.3 million) (0.0 positions)
A budget reduction of \$0.3 million reduces the number of extended contracts awarded to teachers who lead professional learning in the schools in the areas of teacher collaboration and action research.	
Therapy and Adaptive Physical Education Services	(\$1.5 million) (21.9 positions)
A budget reduction of \$1.5 million and 21.9 positions is the result of adjusting the staffing ratios from 5:1 to 9:1 for elementary and secondary and from 7:1 to 10:1 for itinerant Therapy and Adapted Physical Education services.	
Title II A Class Size Reduction and Coaches	(\$0.3 million) (29.0 positions)
FCPS is eliminating local support for class size reduction teachers and instructional coaches. The grant-funded Title II positions will be moved to the Grants and Self-Supporting Program Fund.	
School Board Office	(\$0.1 million) (0.5 position)
A budget reduction of \$0.1 million includes a 0.5 office assistant position, hourly funding, materials and supplies, professional development, contracted services, and printing. The reductions to the School Board Office decreases the timeliness of responses to constituents and staff along with the amount of staff support available to assist Board members in accomplishing their duties. Included in the School Board Office reductions, but not reflected in the authorized positions count, is the reduction of a 0.5 office assistant position assigned at Luther Jackson MS to support School Board meetings.	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Division Superintendent

(\$0.9 million)
(2.0 positions)

A budget reduction of \$0.9 million includes a 1.0 office assistant position and a 1.0 hearing officer position. Additional reductions include hourly professional and office assistants, auditing and overtime funding, supplements, school materials reserve, strategic goals funding, equipment leases, materials and supplies, training, membership fees, legal fees, contracted services, and printing. The reduction of hourly funding represents approximately a 1.0 position. The reduction to the Division Superintendent increases the time required to review documents and contracts, reduces funding for strategic goals, increases the time for hearings, reduces the time available for audits, and decreases the overall level of professional training provided by these offices.

Cluster Offices

(\$0.2 million)
(0.0 positions)

A budget reduction of \$0.2 million includes school initiatives and school materials reserve funding. The reduction to Cluster Offices limits the ability to provide assistance to schools for unanticipated needs, support and interventions for struggling students, staff development, after-school programming, and consultants.

Communications and Community Outreach

(\$0.2 million)
(0.0 positions)

A budget reduction of \$0.2 million includes hourly office and technical assistants, materials and supplies, professional development, special functions, contracted services, and printing. The reduction of hourly funding represents approximately a 0.5 position. The reduction to the Department of Communications and Community Outreach limits the printing of the FamilyGram and Student Handbook, eliminates the FCPS hotline, and impacts community events such as the Partnership in Education awards and FCPS' participation in "Celebrate Fairfax."

Facilities and Transportation

(\$11.6 million)
(0.0 positions)

A budget reduction of \$11.6 million includes 3.0 trades positions, a 1.0 office assistant position, and a 1.0 security officer position. In the Approved Agenda, 2.0 operations managers, a 1.0 technical specialist, and 2.0 dispatchers are funded from bell schedule savings for a transportation reengineering project. Hourly funding is reduced and represents approximately a 0.4 position. Partial offsets to departmental reductions are derived from a reduction of temporary classrooms used to ease overcrowding; a decrease in the installation and maintenance of flooring in schools due to the elimination of flooring technicians; and a reduction to school infrastructure projects amounting to \$2.9 million. Reductions in personnel results in decreased responsiveness of the security and safety office. Reduction in late bus runs results in \$0.2 million of savings but reduces the number of high school late runs from two buses per week to one late bus per week. Savings of \$4.7 million result from bell schedule adjustments, without flipping the start times for elementary, middle, and high schools, and from consolidating bus stops.

Financial Services

(\$1.5 million)
(10.3 positions)

A budget reduction of \$1.5 million includes 4.0 office assistant positions, 3.8 specialist positions, a 1.0 coordinator position, 0.5 technician positions, a 1.0 tradesperson position, and hourly funding representing approximately 4.1 positions. Reductions to the Department of Financial Services will negatively impact the development of strategic, long-term, and comprehensive solutions to divisionwide financial processes. In addition, the reductions will adversely impact the level of customer service provided to schools by decreasing the level of support funding for the current accounting and procurement systems, reducing training provided on financial procedures, creating a possible delay in vendor payments, decreasing the timeliness of responses to payroll and position control issues, and limiting the operations of warehouse personnel.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Human Resources (\$1.7 million) (10.5 positions)

A budget reduction of \$1.7 million includes 6.0 technical assistant positions, 2.5 business specialist positions, a 1.0 technician position, a 1.0 coordinator position, and hourly funding representing approximately 2.8 positions. Of these positions, 4.0 are transferred to the Health and Flexible Benefits Fund. Reductions to the Department of Human Resources reduces the timeliness and support level for the Integrated Disability Management program; reduces funding for reclassification reviews; increases turnaround time for discrimination and harassment complaints and employee verifications; suspends the service award programs and Outstanding Performance Awards; reduces technology support; and impacts the planning and delivery of teacher recruitment efforts.

Information Technology (\$2.8 million) (9.0 positions)

A budget reduction of \$2.8 million includes 2.0 office assistant positions, 3.0 technical specialist positions, 2.0 technical assistant positions, a 1.0 technician position, a 1.0 tradesperson position, a 1.0 director position (with the addition of a 1.0 database engineer position funded in the Approved Agenda) for a total net reduction of 9.0 positions. Hourly funding is also reduced and represents approximately 3.2 positions. Reductions include: network and enterprise system after-hours support; clock maintenance, stage lighting, and the elimination of planetarium support; limiting Helpdesk support and increasing response times; reducing or discontinuing eCART, SASI, Magic, and other technology applications; letting contracts for the library security systems expire without renewal; taking longer to process student records; reducing instructional titles in the media library; not maintaining two-way radios and Tandberg distance learning; and limiting Uninterruptable Power Supply (UPS) support to schools.

Instructional Services (\$0.1 million) (0.0 positions)

The printing budget in Curriculum Materials Development and Production decreases by \$0.1 million. This reduction limits FCPS' ability to provide quality curriculum materials and guides used by teachers as well as consumable materials used by students.

Professional Learning and Accountability (\$0.5 million) (3.0 positions)

The Department of Accountability merges with the Department of Professional Learning and Training in FY 2010. A budget reduction of \$0.5 million includes a 1.0 assistant superintendent position, a 1.0 office technician position, and a 1.0 educational planning specialist. Additional funding reductions include hourly teacher, office assistants, and substitute funding; materials and supplies; professional development; and printing. The reduction in hourly funding represents approximately 2.3 positions. The reduction limits communication of information and training to schools and offices in the accountability issues that impact the effective measurement of student achievement. The reduction also impacts the ability of staff to conduct needed staff development activities.

Special Services (\$1.0 million) (12.5 positions)

A budget reduction of \$1.0 million includes a 1.0 technician position, a 1.0 business specialist position, a 1.0 director position, and 11.5 clerical positions. A 1.0 financial analyst and a 1.0 technology support teacher are added as a result of the departmental reorganization, thus resulting in a net reduction of 12.5 positions. The reduction of hourly funding represents approximately a 0.7 position. The reduction to Special Services decreases the amount of central instructional and technical support and printed materials provided to schools and programs.

Information Technology— Other Divisionwide Support (\$0.0 million) (0.0 positions)

A budget reduction of \$20,000 results from a reduction of the central forms account by eliminating the printing of many forms and instead providing online access.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Leases and Maintenance Contracts	(\$2.4 million) (0.0 positions)
A budget reduction of \$2.4 million results from deferring copier and bus replacement purchases. A reduction amounting to \$1.4 million results from increasing the copier contract terms from 36 to 48 months. A reduction amounting to \$1.0 million is made by reducing the number of buses purchased. This increases the average age of buses, exceeding the School Board replacement policy.	
Technology Plan—Instructional Initiatives and Computer Leases	(\$1.7 million) (0.0 positions)
A budget reduction of \$1.7 million results in a significant reduction to instructional technology initiatives, including the purchase of mobile labs for mathematics in middle and high schools, implementation of Scholastic System 44, expansion of the Digital Technologies project, elimination of eCART funding, and replacement of approximately 4,000 school computers that are about to end their five-year lease.	
Employee Compensation*	(\$4.6 million) (0.0 positions)
A decrease of \$4.6 million in employee compensation results from a decrease in the projected Fairfax County Employees Retirement System employer rate, an increase in the projected participation in health plans, and a decrease in compensation and FICA costs based on updated estimates and refined employee benefit calculations.	
Governmental Accounting Standards Board Statement 45*	(\$10.0 million) (0.0 positions)
A cost avoidance is achieved by deferring funding amounting to \$10.0 million to the School Other Post-Employment Benefits (OPEB) Fund. Due to Governmental Accounting Standards Boards (GASB) statement 45, the School OPEB was established as a mechanism to accumulate and invest assets in an effort to reduce unfunded actuarial liabilities.	
Inflationary Increases*	(\$6.9 million) (0.0 positions)
A cost avoidance is achieved by holding FY 2010 approved funding at the FY 2007 level for supplies, rather than adjusting costs for anticipated inflation.	
Market Scale Adjustment (MSA)*	(\$35.7 million) (0.0 positions)
A cost avoidance is achieved by eliminating the 2.0 percent market scale adjustment (MSA) included in the FY 2010 fiscal forecast.	
Step Increments*	(\$37.3 million) (0.0 positions)
A cost avoidance is achieved by eliminating annual step increments for all employees in FY 2010.	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

FY 2011

Activities and Athletics (\$0.5 million) (0.0 positions)

The Activities and Athletics Program augments classroom learning by providing students with well-balanced activities. A budget reduction of \$0.5 million, or 2.0 percent, consists of the following: the elimination of winter cheerleading; the elimination of the drill team advisor supplement, which will potentially eliminate the drill team program; a 25.0 percent reduction in swim and dive teams' practice times; and the consolidation of transportation services. In total, approximately 100 coaching supplements, or four per school, are eliminated.

Alternative High Schools (\$1.1 million) (20.5 positions)

In FY 2010, the Alternative High Schools Program was available at three sites and was projected to serve 905 students. This program offers students who require a nontraditional setting an opportunity to earn a diploma. One of these three sites, Pimmit Hills Alternative High School, will close and eligible students will attend other FCPS programs. Reductions of 20.5 positions total \$1.1 million and include 4.0 administrators and 16.5 support staff (clerical, custodial, librarian, school counselor, etc.). Every student from Pimmit Hills will be offered options to be served through FCPS' numerous and varied alternative programs. Classroom teachers will be reallocated to other programs based on need.

Contract Length Reductions (\$1.6 million) (0.0 positions)

The Department of Human Resources initiated a comprehensive review of all contract lengths. For FY 2011, career and technical education (CTE) teacher and academy teacher contracts are reduced, as well as 12-month school-based technology specialist (SBTS) contracts. The 12-month SBTS positions were grandfathered in FY 2006 when a divisionwide SBTS staffing ratio and contract length of 219 days was established to meet a new state mandate. In total, contracts for 53.0 SBTS positions and 396.3 CTE positions were reduced.

Custodians (\$2.0 million) (66.5 positions)

A total budget reduction of \$2.0 million for custodians includes 34.5 positions from elementary, 11.0 positions from middle, and 21.0 positions from high schools. Custodial staffing is based on a formula that considers student enrollment; building square footage; specified teaching positions; and community use of facilities. Reductions amounting to 5.0 percent of custodian positions divisionwide are accomplished by adjusting the factors in the custodian staffing formula. Reductions to custodian staffing negatively impact the division's ability to care for facilities and grounds and to keep them safe and clean.

Drivers Education-Behind the Wheel (\$0.1 million) (0.0 positions)

The transfer of \$0.1 million from the School Operating Fund (SOF) to Adult and Community Education for drivers education is eliminated.

Elementary Focus (\$1.2 million) (0.0 positions)

The Elementary Focus Program is eliminated. A budget reduction of \$1.2 million includes supplemental materials and supplies. Schools may continue their focus initiatives using their existing staffing and per-pupil supply allocations.

Elementary Staffing Formula (\$0.6 million) (13.0 positions)

For FY 2011, elementary support staffing formulas are changed to exclude Foreign Language in the Elementary Schools teachers from the calculation of other school-based staff. These formula changes result in a budget reduction of \$0.6 million and 13.0 positions.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Extended Learning Program	(\$1.9 million) (5.8 positions)
<p>Local funding for the Extended Learning Program is being eliminated for a savings of \$1.9 million and 5.8 positions. The total savings include the elimination of local funding that supported hourly payments to teachers for teaching during modified calendar intersessions as well as additional pay of 7.0 percent for teachers and instructional/specialized assistants at schools with a full day of instruction on Mondays. In total, nearly 1,000 teachers were impacted. The program, previously available at 23 elementary schools, used local funds and federal American Recovery and Reinvestment Act of 2009 (ARRA) funds in FY 2010. For FY 2011, schools will still receive funding from ARRA as well as \$1.3 million in transition funding.</p>	
Instructional Supply and Textbook Allocation	(\$4.6 million) (0.0 positions)
<p>Fifteen percent of all instructional supply and textbook allocations to schools is typically held aside in a central account for distribution to schools and centers at the Midyear or Third Quarter Budget Review or reallocated to address other district needs. These funds, totaling \$4.6 million, will be eliminated in FY 2011.</p>	
International Children's Festival	(\$0.1 million) (0.0 positions)
<p>Funding is eliminated for the fifth grade field trip to the International Children's Festival.</p>	
National Board Certification	(\$1.2 million) (0.0 positions)
<p>National Board Certification is a rigorous system for national teacher certification. FCPS' model National Board Certified Teacher (NBCT) program is a means for FCPS to support teachers seeking certification. This reduction of \$1.2 million includes funding for hourly teachers, special functions, professional development, and teacher stipends. The nearly 100 teachers who teach at FCPS' high-need schools are losing stipends of \$3,500 each, and over 150 other National Board teachers are losing stipends of \$1,750 each. In addition, any teacher who would desire to seek this prestigious certification receives no financial support with the \$2,500 application fee.</p>	
Staffing Initiatives	(\$2.2 million) (0.0 positions)
<p>Funding and positions for two programs, Focus 2014 and Special Needs Schools Staffing, are realigned and allocated to high schools to begin a needs-based staffing methodology based on students eligible for free and reduced-price meals.</p>	
Staffing Reserve	(\$0.2 million) (3.0 positions)
<p>Reductions of \$0.2 million and 3.0 positions are made to the staffing reserve to restore funding for student transportation to elementary school Advanced Academic Centers when the students' base school offers the same level of advanced academic instruction. This reduces the staffing reserve to 211.1 positions.</p>	
Summer School (Excluding Extended School Year)	(\$6.4 million) (0.0 positions)
<p>A budget reduction of \$6.4 million reflects the elimination of the transfer for general education summer school. This eliminated general education summer school and impacted approximately 1,000 teachers. The mandated Special Education Extended School Year program, credit recovery for high school students, and self-supporting programs are still offered.</p>	
Teacher Leadership	(\$3.0 million) (0.0 positions)
<p>Teacher Leadership funds were used to extend teacher contracts to develop teachers as leaders of Professional Learning Communities within their schools. Elimination of the Teacher Leadership program results in a savings of \$3.0 million and returns more than 775 teachers currently on extended contracts to the standard contract length.</p>	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

(\$0.6 million)
(0.0 positions)

Triennial Census

During the 2010 session of the General Assembly, the requirement for school divisions to conduct a triennial census was eliminated. The triennial census was used as the basis for the distribution of sales tax revenue to school divisions. The elimination of the state requirement results in a savings of \$0.6 million in the approved budget. School-age population estimates from the Weldon Cooper Center for Public Service are now being used to distribute sales tax revenue at no cost to local school divisions.

(\$1.2 million)
(0.0 positions)

Tuition Reimbursement

All contracted employees were eligible to be reimbursed for one course (university or continuing education) each year. The elimination of tuition reimbursement results in a budget reduction of \$1.2 million. In 2008-2009, 2,787 employees received tuition assistance through this program. These funds assist teachers who hold provisional licenses but who are taking courses to become fully certified. It also pays for courses for teachers who are interested in pursuing credentials in special education, math, and science to ensure certification in these high-need and hard-to-fill areas.

(\$0.0 million)
(1.0 position)

School Board Office

A budget reduction of \$32,947 includes a 1.0 executive administrative assistant in the School Board Office, offset by an increase in hourly funding. This reduction increases the time required to respond to constituent concerns and requests, limits the staff support available to assist School Board members in accomplishing their duties, and decreases available time for planning and staff development.

(\$0.4 million)
(1.0 position)

Division Superintendent

A budget reduction of \$0.4 million includes a net loss of 1.0 position (a reduction of 2.0 positions in audit and the addition of 1.0 paralegal position). The overall impact of eliminating 2.0 internal auditor positions will be a reduction in the audits listed in the audit plan and a decrease in Internal Audit's ability to provide proactive assistance to FCPS schools and departments. The legal fees budget will be reduced by \$0.4 million. Of this, \$0.1 million will offset the hiring of a paralegal, resulting in a net reduction of \$0.3 million, or 10.0 percent. Division Counsel's staff will absorb the work currently done by outside counsel, which will be accomplished by hiring the paralegal and by reducing assistance to departments and schools.

(\$0.1 million)
(3.0 positions)

Cluster Offices

A reduction of 4.0 executive administrative assistants is offset by the addition of a 1.0 educational specialist position. The elimination of 4.0 administrative assistants reduces support to schools and negatively impacts communications and coordination between cluster offices, the community, and the schools.

(\$0.1 million)
(2.0 positions)

Communications and Community Outreach

A budget reduction of \$0.1 million includes a 1.0 family partnerships manager position and 1.0 web services technician position. The elimination of the 1.0 manager position in Family and School Partnerships will reduce services and programs provided in parent educational classes to families and schools. The elimination of the 1.0 web services technician position will reduce technical support for school-based curators; increase time for FCPS web site redesign and content migration; and increase demand of information technology specialists in Information Technology, Instructional Services, and Special Services to modify existing or create new ColdFusion applications.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Facilities and Transportation	(\$2.2 million) (41.0 positions)
<p>A total budget reduction of \$2.2 million includes the elimination of 41.0 positions in the Operating Fund for a savings of \$1.7 million. Projected reductions in transportation of \$0.4 million will result in the elimination of academy transportation for runs with five or fewer riders. The reductions will result in decreased responsiveness of the security and safety office; will increase the workload of buyers and reduce the ability to support service contracts; will impact the timeliness of providing cost estimates and implementation of facility modification projects; will severely reduce Facilities Management's ability to ensure occupant safety and indoor air quality and to support daily school operations; and will lengthen school repainting cycles. The elimination of transportation positions will impact the ongoing development of the centralized routing office; will reduce Transportation's ability to work effectively with operations offices, police, and paramedics in accidents and medical emergencies; and will reduce the ability to handle phone calls and e-mail messages, delay reporting of emergencies, and delay state reporting and investigation follow-up of school bus accidents. The reductions in transportation programs may impact school populations as students remain at their base schools rather than attend special programs at other sites. In addition, the Department of Facilities and Transportation also eliminated 6.0 positions in the Construction Fund. This results in a \$0.4 million savings in administrative costs to be reallocated to the cost of construction projects. These cuts are in addition to the reductions in the Operating Fund.</p>	
Financial Services	(\$0.4 million) (6.5 positions)
<p>A budget reduction of \$0.4 million includes the elimination of 6.5 positions, resulting in reductions in customer service including delays in processing vendor payments and the elimination of on-site financial support to schools with vacant financial positions. Schools and department will also receive decreased warehouse services support, and customer services provided to employees will be reduced and augmented with self-service options as a result of the budget reductions.</p>	
Human Resources	(\$0.4 million) (3.0 positions)
<p>A budget reduction of \$0.4 million includes a 1.0 employee program specialist position, a 1.0 director position, and a 1.0 client services manager position. Additional reductions include hourly technical, postage, equipment, technical training, professional services, recruitment advertising, and printing. Reductions to Human Resources decrease flexibility in strategic analysis and technical compliance, limit training and support to employees on legislative and regulatory issues, increase the time required to respond to clients and decrease the quality of the information provided, and may adversely impact efforts to recruit and retain a world class workforce.</p>	
Information Technology	(\$1.2 million) (18.0 positions)
<p>A budget reduction of \$1.2 million in the operating fund includes the elimination of 18.0 positions and \$0.5 million in department expenditures. Reductions to Information Technology will delay technology support and automation and increase response time for requests such as student data reporting, student network account management, as well as negatively impact multiple other FCPS technology support programs.</p>	
Instructional Services	(\$1.0 million) (13.0 positions)
<p>A budget reduction of \$1.0 million in the operating fund includes the elimination 13.0 positions. Other reductions include \$0.1 million in materials and supplies, and \$0.1 million in hourly funding. In addition, due to the elimination of general education summer school, 2.0 summer school positions budgeted in the Grants and Self-Supporting fund are eliminated. Reductions to Instructional Services will reduce the capacity to provide instructional, hourly, and administrative support, teacher training, and will negatively impact the instructional program.</p>	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Professional Learning and Accountability	(\$0.5 million) (5.0 positions)
A budget reduction of \$0.5 million includes a 1.0 executive administrative assistant, a 1.0 administrative assistant in Educational Planning (EP), and 3.0 educational specialists in EP. The elimination of the EP positions results in less support for school improvement and data plans, accreditation activities, and boundary changes. Reductions are also made in hourly teacher and hourly office assistant accounts, which creates an additional workload for full-time Professional Learning and Accountability employees and reduces the department's ability to respond quickly and efficiently to customers' requests.	
Special Services	(\$0.5 million) (5.0 positions)
The Department of Special Services reductions total \$0.5 million, including 5.0 positions, as well as hourly accounts, professional development travel, and other professional services. Reductions will limit support to special education instruction, deaf/hard-of-hearing and vision programs, Procedural Support Services, Applied Behavior Analysis, Crisis Intervention Services, student registration, language interpreters, home instruction, and professional development.	
Energy and Refuse Collection Savings	(\$0.5 million) (0.0 positions)
A reduction of \$47,000 is budgeted due to anticipated energy savings. In addition, a savings of \$0.5 million is anticipated from the expansion of the use of compactors at middle schools and the rebidding of the contract for dumpster services.	
Equipment Replacement	(\$2.0 million) (0.0 positions)
A budget reduction of \$2.0 million represents a 61.7 percent reduction in replacement equipment. Equipment used by students and faculty is aging. Over 40 percent of the computers in inventory are over five years old. Funding for computer replacement in FY 2011 is limited. Without adequate replacement funding the age of the computer inventory will continue to increase causing difficulty running the software used by many of our students and staff.	
New Buses Lease/Purchase	(\$1.1 million) (0.0 positions)
No new buses will be purchased or leased in FY 2011. The elimination of the lease/purchase of 50 buses increases the number of buses that exceed the age outlined in the School Board replacement policy. This results in an increase in maintenance and operating costs of each bus not replaced.	
Step Increments*	(\$39.5 million) (0.0 positions)
A cost avoidance amounting to \$39.5 million is achieved by foregoing annual step increments. Keeping employee salaries at the same level as FY 2009 may impact the recruitment and retention of high quality teachers and staff — a key component of FCPS' educational excellence.	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

FY 2012

Fee Collection Support (\$0.1 million) (0.0 positions)

Funding is provided to high schools to offset the impact of fee collection. This funding is being reduced by \$0.1 million to fully offset the capping of athletic fees. In effect, each high school's allocation for the collection of fees will be reduced from \$10,000 to \$4,400.

Closing of Clifton Elementary School (\$1.2 million) (12.5 positions)

The closing of Clifton Elementary School results in a savings of \$1.0 million in personnel, \$12,335 in hourly funding, and \$0.2 million in utilities, for a total savings of \$1.2 million. The estimated savings from closing a school is based on the standard cost impact to the operating fund of opening a new school.

Individuals with Disabilities Education Act (IDEA) — American Recovery and Reinvestment Act (ARRA) One-Time Initiatives (\$3.9 million) (17.5 positions)

At the conclusion of two-year funding provided under the IDEA portion of ARRA, FCPS is using local funding to avert a special education class size increase. One-time initiatives totaling \$3.9 million and 17.5 positions are eliminated in FY 2012. Activities impacted by these expenditure reductions include the Career and Transition program, Developmental Reading Assessment (DRA) Online, Student Learning Plans, and elementary special education teacher-leaders. In addition, the implementation of the SeaStars online eligibility project and one-year special education dual-certification training were completed in FY 2011.

Schools Administrative Student Information (SASI) Replacement (\$0.6 million) (0.0 positions)

Funding is decreasing by \$0.6 million in year four of the five-year implementation plan to replace the legacy student information system, SASI. The new student information system will allow teachers and principals to measure, document, and track performance criteria over time; provide secure anytime/anywhere access for an expanded set of users, including students and parents; and respond to changing business needs, including local, state, and federal mandates.

Full-Day Kindergarten Transportation (\$0.4 million) (0.0 positions)

The expansion of Full-Day kindergarten to all elementary schools results in a student transportation savings of \$0.4 million. The savings is generated by the elimination of half-day kindergarten bus runs.

Energy Management Services (\$2.2 million) (0.0 positions)

As a result of savings from energy management activities, funding from the utilities budget was reallocated to prepay the majority of lease payments associated with the Energy Performance program in FY 2011. For FY 2012, this results in a net savings of \$2.2 million in eliminated energy management lease payments.

Facilities and Transportation Savings (\$4.6 million) (0.0 positions)

Projected savings of \$4.6 million in salary and operational expenditures results from ongoing improvement efforts and efficiencies gained from enhanced centralized routing, improved consolidation of general and special education transportation services, reduced reliance on taxi transportation providers, reduced replacement bus payments due to finalizing multiyear lease/purchase payments while incurring no new lease/purchase agreements, and the continued expansion of the Automated Vehicle Location (AVL) System. The AVL System includes a GPS unit installed on FCPS buses/vehicles that sends and receives data including the bus/vehicle's time, location, and other data. In addition to the financial savings, AVLs provide the ability to monitor and improve school bus on-time performance and to locate buses and reduce response time during an emergency.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

FY 2013

Full-Day Kindergarten Staffing Reserve Adjustment (\$1.7 million) (30.0 positions)

The decision to implement Full-Day kindergarten at all elementary schools in FY 2012 was made too late to incorporate the enrollment impact into the student enrollment projection. To enable the school system to accommodate the anticipated enrollment increase, 30.0 positions were added to the staffing reserve in FY 2012. These positions are no longer needed in the staffing reserve because revised FY 2013 projections include the impact of Full-Day kindergarten.

Student Information System Replacement (\$1.1 million) (0.0 positions)

FCPS is in the process of replacing its Schools Administration Student Information (SASI) system, a legacy application that was implemented more than 15 years ago. The SASI application technology platform is outdated, provides limited functionality, and hinders FCPS' ability to effectively support operational expectations. FCPS contracted with Edupoint Educational Systems to replace SASI with the Integrated Student Information System (SIS) as part of a multiyear effort. FY 2013 is the fifth and final year of this multiyear effort. The FY 2013 budget for implementation of the new student information system is \$1.8 million, which is a \$1.1 million decrease compared to the FY 2012 budget of \$2.9 million.

Transportation – Bell Schedule Changes (\$0.5 million) (0.0 positions)

Bell schedules will be adjusted to improve transportation efficiency, resulting in cost savings of \$0.5 million. These savings are allocated to further increase the staffing reserve to address large class sizes.

FY 2014

Compensation Adjustments and Base Savings (\$46.9 million) (0.0 positions)

Compensation base savings is comprised of a recurring reduction in salary and benefit budgets. The adjustment includes benefit savings for health insurance from updated projections from parent liaison and multilingual interpreter health plan enrollment data, as well as the impact of open enrollment and position vacancies. Recurring position turnover which is savings realized when experienced employees retire or leave the system and are replaced by workers with less experience who earn a lower salary, as well as a reduction in the salary base due to changing the methodology for budgeting vacancies to a lower step in FY 2014 are recognized.

Staffing Reserve (\$2.5 million) (32.1 positions)

The staffing reserve will be reduced by 32.1 positions leaving a reserve of 210.0 positions in FY 2014. The staffing reserve is used to adjust staffing allocations when actual student enrollment exceeds projected enrollment in schools. In FY 2013, 32 positions were added to the staffing reserve to mitigate large class sizes; however, based on FY 2013 overall reserve usage, a reduction is possible.

Utility Savings (\$3.8 million) (0.0 positions)

FCPS has entered into a new three-year natural gas contract through May 31, 2016, with monthly pricing currently set by the New York Mercantile Exchange (NYMEX) index. It is anticipated that a fixed price will be locked in the near future, resulting in savings of \$3.8 million in utilities to be recognized in FY 2014.

Student Information System (\$1.8 million) (0.0 positions)

FCPS has completed the five-year process of replacing its legacy student information system, Schools Administration Student Information (SASI), with the Integrated Student Information System resulting in savings of \$1.8 million to be realized in FY 2014.

*Reflects Cost Avoidances

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School-Based Clerical Position Growth Freeze	(\$1.5 million) (32.5 positions)
Based on the data requested and provided for the State Efficiency Review, it is anticipated that the consulting firm completing the review will recommend a reduction to school-based clerical support. In preparation for a potential reduction, a freeze was put in place to prevent an increase in the number of clerical positions due to enrollment growth for FY 2014. This results in a decrease of 32.5 positions totaling \$1.5 million.	
Facilities Modifications	(\$1.1 million) (0.0 positions)
Permanent alterations such as subdividing classrooms to enhance capacity will be funded via the School Construction Fund bond sales proceeds instead of the School Operating Fund. Because these costs will be recorded in the School Construction Fund, a budget reduction of \$1.1 million will be made in the temporary buildings account in the School Operating Fund. FCPS is able to redirect the expenditures for building improvement costs as the School Construction Fund is intended to fund permanent alterations with a useful life of at least 20 years.	
Benefits for Parent Liaisons and Multilingual Interpreters	(\$1.0 million) (0.0 positions)
The FY 2013 Approved Budget included funding to provide employee benefits to parent liaisons and multilingual interpreters who work 20 hours a week or more on average over the course of a school year. The initial plan was to provide these employees with the opportunity to participate in health care, dental care, flexible spending programs, retirement programs, and all other benefits provided to contracted employees. Feedback from the affected employees indicated that only medical and dental benefits were desired. The full benefits package was not favored due to the employee cost and restrictions regarding the average number of work hours required to participate. In light of this feedback, FCPS modified the benefits package to remove retirement benefits, resulting in lower costs to both the employees and FCPS. The projected employer cost savings is \$1.0 million.	
Bus Inspections	(\$0.8 million) (0.0 positions)
The state mandate for ongoing bus inspections has been changed from every 30 days to every 45 days. As a result, the cost for bus inspections will decrease by \$0.8 million. FCPS' buses are maintained and inspected by Fairfax County Government's Department of Vehicle Services, and the change in inspection requirements will reduce the charges from the County for those services.	
Extended School Year	(\$0.5 million) (0.0 positions)
Based on historical and projected expenditures for the mandated Extended School Year (ESY) program provided to special education students whose individual education plans include ESY, a \$0.5 million reduction in the transfer to the Grants and Self-Supporting Programs fund is possible.	
Telecommunications Audit Savings	(\$0.0 million) (0.0 positions)
The recommendations from the FY 2013 telecommunications expense management solutions audit of FCPS' wireless mobility and cellular devices and usage resulted in ongoing savings of \$36,800 annually.	
State Efficiency Review	
FCPS is participating in the Virginia Department of Education's Efficiency Review Program. The goal of this program is to ensure that noninstructional functions are running efficiently so that as much of this funding as possible goes directly into the classroom. The program identifies savings that can be gained in the school division through best practices in divisional administration, human resources, finance, purchasing, educational service delivery costs, special education, facilities, transportation, technology, management, and food service. Business practices in the school divisions that appear to be more efficient than those found elsewhere are documented and shared in the review and with other school divisions across the state.	

*Reflects Cost Avoidances

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Since the purpose of the reviews is school efficiency, there are instances where recommendations suggest school divisions increase spending in order to become more efficient and effective in delivering services. These reviews include many savings opportunities as well. The cost of the review is shared between the state and the participating school system, and FCPS set aside funding at the FY 2011 Final Budget Review to cover the cost of the review. If the school division does not initiate at least half of the recommendations or experience half of the budgetary savings offered in the review, the school division must provide a recovery local share of 25 percent of the costs of the school efficiency review into the general fund of the state treasury. Local school divisions are implementing the vast majority of the recommendations. FCPS has already initiated the review process, and the final report is available at http://www.doe.virginia.gov/school_finance/efficiency_reviews/fairfax.pdf.

FY 2015

Compensation Base Savings (\$26.6 million) (0.0 positions)

The \$26.6 million compensation base savings represents the recurring savings due to turnover in FY 2014. Position turnover represents the savings realized when experienced employees retire or leave the system and are replaced by workers with less experience who earn a lower salary. The FY 2015 budget maintains the budgeted lapse rate of 2.1 percent. In addition to turnover, the other component of lapse is vacancy savings which results when positions are vacant and are waiting to be filled.

Central Support to Schools (Departments)

Central support reductions total \$13.4 million, or 6 percent, of the central support budget and include the elimination of 82.0 positions. The central support budget includes the costs associated with divisionwide support services for finance, human resources, instruction, information technology, purchasing, facilities, and administration. The reductions were made to nonschool-based department budgets and employees.

School Board Office (\$0.1 million) (0.0 positions)

The mission of the Fairfax County School Board Office is to maintain the public records of all School Board business and to ensure the availability of those public records, as required by the Code of Virginia. As a service to the School Board and FCPS management, the mission of the Office of Internal Audit is to provide independent, objective performance and financial audits to determine whether the ongoing processes for controlling fiscal and administrative operations throughout FCPS are adequately designed, functioning in an effective manner, and fully accountable to its citizens.

The School Board Office will be reducing its salary placeholder by \$0.1 million. The salary placeholder was designated to provide the School Board with the option to increase the School Board staff. Following this reduction, \$0.2 million remains in the salary placeholder for future potential staff.

Division and Deputy Superintendent (\$0.4 million) (3.0 positions)

The mission of the Division Superintendent's Office is to provide overall leadership and direction to the school division.

The following positions will be eliminated:

Staff Attorney (2.0 positions)

This reduction will eliminate the 2.0 staff attorney positions authorized at the FY 2013 Final Budget Review. This will reduce the ability to allow for more specialization within the office and to reduce outside counsel expenses.

Paralegal (1.0 position)

This reduction will eliminate a 1.0 paralegal position authorized at the FY 2013 Final Budget Review to support the additional staff attorneys mentioned above. Hourly support, office supplies, special functions, technical equipment, travel, enrollment fees, and other service contracts will be reduced in the Office of Government Relations impacting coverage of the General Assembly.

*Reflects Cost Avoidances

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Region Offices (Formerly Clusters)

(\$0.2 million)
(0.0 positions)

The mission of the Region Offices is to ensure educational excellence, equity, and higher expectations for student achievement in a safe learning environment; provide leadership, direction, and accountability for student achievement, school effectiveness, and community relations; supervise, advise, evaluate, and hire principals; serve as a school-community liaison; and serve as a broker/advocate for the delivery of services to schools. The region offices are the most efficient mechanism to support our schools for the delivery of services and are the first line of support for schools.

The Superintendent requested that departments identify the greatest percentage of reductions. As a result, the reduction of the school material reserves in each of the region offices by over 30 percent will limit the ability of the offices to support the unanticipated needs of the schools.

Communications and Community Outreach

(\$0.2 million)
(1.0 position)

The mission of the Department of Communications and Community Outreach (DCCO) is to provide excellent leadership in communications and outreach that will support the attainment of Fairfax County Public Schools' student achievement goals. Every DCCO staff member uses a variety of communications strategies and tools, including 21st century technology, to (1) build positive relationships with key audiences, and (2) communicate clearly and credibly with key audiences in all situations.

The following position will be eliminated:

Technician

(1.0 position)

A 1.0 technician position will be eliminated, resulting in a direct reduction in communications to schools and parents.

Hourly support reduction will reduce flow of information to school-based personnel. Logistics reductions will eliminate Business and Community Partnership events, the printing of parent handbooks, and the purchase of other materials and supplies to support the offices within DCCO.

Facilities and Transportation Services

(\$3.9 million)
(28.0 positions)

The mission of the Department of Facilities and Transportation Services (FTS) is to provide facilities that are clean, safe, energy efficient, sustainable, comfortable, and conducive to efficient and effective educational and support activities; to provide safe and efficient student transportation; and to protect students, employees, grounds, and property.

The following positions will be eliminated:

Mechanical Engineer

(1.0 position)

A 1.0 mechanical engineer position will be eliminated resulting in a slower response time for repair and improvement requests that require a mechanical design.

Technicians

(3.0 positions)

A 1.0 buyer position supporting maintenance service contracts will be eliminated causing slower procurement response time.

A 1.0 mobile application technician position supporting Transportation Services will be eliminated. This will negatively impact efforts to increase automation within its bus fleet.

A 1.0 facilities services environmental technician position, whose core responsibilities are ensuring compliance with environmental laws and regulations and participating in the cleanup and proper disposal of hazardous materials will be eliminated. This reduction will greatly reduce our ability to meet the Municipal Separate Storm Sewer Systems (MS4) storm water requirements monitored by the Virginia Department of Environmental Quality (DEQ) and US Environmental Protection Agency (EPA).

*Reflects Cost Avoidances

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Tradespersons

(24.0 positions)

This reduction will eliminate various tradesperson positions, including: 6.0 painters, 3.0 masons, 3.0 grounds keepers, 2.0 pipefitter apprentices, 2.0 structural maintenance apprentices, 2.0 cabinet makers, a 1.0 power plant tech, a 1.0 structural trades tech, a 1.0 fire sprinkler tech, 1.0 HVAC apprentice, a 1.0 upholsterer, and a 1.0 welder. These reductions will reduce Office of Facilities Management (OFM) ability to sustain its level of service to schools and staff vacant positions by FCPS trained apprentices.

Hourly funding for general field trips and overtime will be reduced. The reduction will cause a reduction in FTS' flexibility to meet the dynamic needs of real-time transportation issues.

Other operating expenditure budgets will be reduced for maintenance supplies, uniforms, facilities modifications, additional equipment, technical training, and other service contracts. These reductions will reduce FTS' ability to ensure necessary maintenance and repair work is done in a timely manner.

(\$0.9 million)

(8.0 positions)

Financial Services

The mission of Financial Services (FS) is to protect and maintain the fiscal integrity of FCPS and ensure resources are effectively directed to the classroom. FS plays an active role in fulfilling FCPS' mission by providing accurate, timely, relevant financial information and guidance to the School Board and stakeholders; by demonstrating prudent stewardship of financial resources with integrity and high ethical standards; by streamlining business processes to maximize financial efficiencies; and by promoting school and community wellness and students' readiness to learn.

The following positions will be eliminated:

Coordinator

(1.0 position)

The elimination of a 1.0 coordinator position will negatively impact the timely delivery of key projects such as E-commerce and the development of a financial data-warehouse reporting tool. In addition, the financial support, outreach, and monitoring provided to schools and departments currently managed by this position will need to be realigned to other positions in Financial Services.

Functional Applications Specialist

(1.0 position)

This reduction will eliminate a 1.0 functional applications specialist from the team that supports online travel and other systemwide applications. As a result of this position elimination, the development and support of technology that improves the efficiency of processes throughout the school system will be reduced.

Business Operations Specialist

(1.0 position)

The responsibilities of a 1.0 business operations specialist position will be distributed to other positions within the department. With the efficiencies gained from the implementation of FOCUS, the impact to schools and departments will be minimized.

Buyer

(1.0 position)

Current efficiencies in managing the overall contract administration performed for all customers will be moderately impacted by the elimination of a 1.0 buyer II position that currently supports departments including Special Services, ERFC, and Human Resources. The remaining Procurement staff will have to absorb the additional workload, and service levels will be impacted in the continuity of contracts being awarded and amended in a timely manner.

Assistants

(4.0 positions)

With the implementation of the new Human Resources Information System (HRIS) leave accrual module and training of staff members, a 1.0 business operations assistant will be eliminated. Other work performed by this position will be distributed to the other members of the team, resulting in longer response times and delayed processing of payroll related adjustments and overtime during peak processing periods.

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The elimination of 2.0 buyer assistant positions will reduce support services to schools and decrease the timeliness of updating master data management catalogs, the contract register, and other related applications. The timely input to enter shopping carts in FOCUS for schools on renovations and new school openings will also be impacted. The workload will have to be absorbed by existing staff who are heavily engaged in sourcing and purchasing activities for the schools.

The elimination of a 1.0 accounts payable assistant position will impact the timely payment of obligations. While every effort will be made to mitigate these delays, the elimination of a position may result in potential late fees and disruption of services.

Hourly funding will be reduced across the department: decreasing proactive efforts to improve operations and gain efficiencies; limiting support when key employees are out on extended leave potentially resulting in longer response times combined with increased workloads for other staff members; and achieving efficiencies in accounts payable operations will be limited during peak processing periods such as fiscal year end for financial processing and calendar year end for Internal Revenue Services for 1099-MISC processing.

Other operating expenditure budgets will also be reduced across the department eliminating the opportunity to hold departmentwide activities, to purchase reference materials to support professional development and ongoing learning, to offer professional development which will impact the effectiveness of implementing financial reporting requirement changes, and to refresh computers timely. In addition, maintenance on the legacy data warehouse will be eliminated based on efficiencies gained from the new FOCUS data warehouse project.

(\$0.9 million)
(7.5 positions)

Human Resources

The mission of Human Resources (HR) is to build, serve, and retain a world-class workforce committed to educational excellence. FCPS will provide an exemplary employee workplace through a model of responsive and efficient human resources services. These services include:

- Ensuring a discrimination-free workplace for all applicants and employees
- Recruiting, selecting, and retaining a talented and diverse workforce
- Monitoring and ensuring the supervision and performance evaluation programs for all employees
- Providing all employees competitive and comprehensive benefits and compensation
- Recognizing, honoring, and celebrating the contributions and achievements of exceptional employees

The following positions will be eliminated:

Employee Orientation Specialist

(0.5 position)

The new employee orientation process will be redesigned to improve employee onboarding through the utilization of enhanced technology. In addition, existing resources will absorb responsibilities of the 0.5 position for guiding and supporting new employees through this process.

HR Specialist

(1.0 position)

HR will gain efficiency through the reorganization/merger of certain department functions and through process redesign, enabling the reduction of a 1.0 HR specialist position with minimum impact to students/schools.

HR Technician

(1.0 position)

HR will gain efficiency through the reorganization/merger of certain department functions and through process redesign, enabling the reduction of a 1.0 HR technician position with minimum impact to students/schools.

Records Management Assistant

(1.0 position)

This reduction will eliminate a 1.0 records management assistant position. The responsibilities of the records management assistant position will be absorbed by other positions within the department.

*Reflects Cost Avoidances

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Client Services Representatives

(2.0 positions)

This reduction will eliminate 2.0 client representative positions. HR will gain efficiency through the reorganization/merger of certain department functions and through process redesign.

Business Operations Assistants

(2.0 positions)

This reduction will eliminate 2.0 business operations assistant positions. HR will gain efficiency through the reorganization/merger of certain department functions and through process redesign.

The long-term impact of these position reductions in HR will result in loss of: system knowledge, capacity to provide services, momentum in implementing initiatives and business processes, as well as the opportunity to innovate and expand HR services beyond what is currently offered.

Hourly funding will be reduced across the department: support for key functions such as summer hiring and substitute processing will be reduced, applicants and employees will experience response delays as services are decreased; a lag in response time to questions from employees and retirees regarding leaves and benefits may be experienced; and delays in timely access to updated evaluation information are anticipated. Hourly clerical funds that support new employee orientations will be reduced with minimal impact to schools and students. HR will gain efficiencies through its streamlined orientation process, which now utilizes Onboarding, an online system that expedites the processing of employee information.

Other operating expenditure budgets will also be reduced across the department eliminating funding for licensure fees and reducing funding for professional services. FCPS currently pays the cost of licensure fees as a competitive benefit to teachers. Going forward, employees will be responsible for paying for initial licensing and licensure renewal fees. FCPS currently uses software to assist in the selection of teachers and administrators. HR is investigating use of different vendor software at a less expensive cost. Funding for print materials used to support new employee orientation will also be reduced. It is anticipated that the transition to the online Onboarding system will reduce the need for printed orientation materials.

(\$4.0 million)

Information Technology

(10.0 positions)

The mission of the Department of Information Technology (IT) is to provide technology leadership, products, and services to the FCPS community and to manage divisionwide information resources, ensuring security and integrity to the FCPS community in support of learning for all students.

The following positions will be eliminated:

Functional Supervisors

(2.0 positions)

The elimination of 2.0 functional supervisor positions will impact the delivery of support and services to all FCPS schools. Such support and services include: implementation of technology resources to teachers and students; technology support planning and delivery at the classroom level; and training and development of new IT specialists to perform necessary support and services at the school level.

Business Specialist

(1.0 position)

A 1.0 business specialist position will be eliminated resulting in the delay of enterprisewide implementations of new and/or upgraded technologies such as FCPS 24-7 Learning or SIS.

Technical Specialists

(3.0 positions)

A 1.0 network engineer position supporting local area networks and the enterprise wireless network will be eliminated, resulting in longer network outages impacting accessibility to critical business and instructional applications.

A 1.0 software engineer position will be eliminated resulting in the elimination of additional data reporting capabilities in eCART.

A 1.0 technology support specialist position will reduce the services provided to schools and departments.

*Reflects Cost Avoidances

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Technicians

(4.0 positions)

This reduction will eliminate 2.0 management technician positions resulting in the delay of student transcripts request processing and a decrease in general office support functions to include clerical duties, inventory database management, and various personnel related duties.

A 1.0 field information services technician position will be eliminated in the Security/Door Access team impacting the ability to respond to door access work orders in a timely manner and limiting the ability to continue the security zone break down project.

A 1.0 field services technician position will be eliminated in the AV section; this will result in a 25 percent reduction in staff in this area, leaving 48,000 devices to be supported by a team of three. Response times and service will be greatly diminished for all projectors, TVs, electronic whiteboards, and all other AV equipment.

Hourly funding will be reduced across the department. The number and types of multimedia requests supported will be impacted. Support for multimedia services will be eliminated or reduced including funding for face-to-face technology training provided to employees and production of the FCPS News Hour program. Support for document management and decision support within the Information and Records Management and Reporting program will be reduced as well.

Other operating expenditure budgets will also be reduced across the department eliminating funding for contracted services used for market analysis and determination of vendor eligibility for enterprise level projects, the Parent Support line for FCPS 24-7 Learning, and enhancements or additional capabilities of eCART. Reductions will be made in the following categories: contracted services and support for various projects and programs; technical noncapitalized equipment; computer and printer repairs; facility modifications; professional development, consulting services for programs; and desktop management, network, and telephone support.

(\$1.2 million)

Instructional Services

(13.0 positions)

The vision of the Instructional Services Department (ISD) is to lead the development of innovative curriculum and instructional programs for Fairfax County Public Schools in collaboration with local, national, and international experts. Instructional Services will use current research-based best practices to guide instruction that is customized for all students providing equal opportunity so that all students can reach their full potential and be successful, productive citizens in the 21st century.

The following positions will be eliminated:

Specialists

(4.5 positions)

The reduction of an educational specialist, from a 1.0 to a 0.5 position will reduce curricular support.

The elimination of a 1.0 educational specialist, Instructional Technology from the School-Based Technology Specialist (SBTS) Management Team will negatively impact the focus on digital learning and reduce the amount of direct training and support offered to SBTS and teachers. The specific impact on schools and teachers will include increased wait times for software approval, which is already a lengthy process. Teachers and school staff workloads will increase as support for central technology initiatives will be reduced. Additionally, the implementation of the digital learning project will be negatively impacted as fewer people will be supporting this project.

The elimination of a 1.0 educational specialist, Instructional Technology from the Online Campus office will impact the program's ability to fully serve schools, students, and parents in the areas of reviewing curriculum, providing academic advising, supervising registration, overseeing student progress, scheduling facilities and resources, and providing training and professional development. The quality and quantity of service, accommodations and alternatives placements, and number of students served will decrease without this position for both the academic year and the summer school program.

*Reflects Cost Avoidances

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The elimination of 2.0 ESOL educational specialists will result in the reduction of professional development and support for teachers on the differentiation of instruction for English language learners (ELLs). This will impact schools with a reduction of the development of curricular resources to support the instruction of ELLs, and support for coordination of administration of WIDA training and assessment of over 36,000 ELLs.

Technician

(0.5 positions)

The reduction of an accounting technician from a 1.0 to a 0.5 position will impact the ability of the IS Finance Office to complete grant reimbursements on time, will delay reconciliation of FOCUS procurement cards and the impact processing of financial transactions.

Resource Teacher

(1.0 position)

The reduction of an art resource teacher from a 1.0 to a 0.5 position will reduce curriculum and student program support, revisions to the art program of studies, development of eCART resources, secondary art teacher trainings, and the All County K-12 Student Art Festival and Scholastic Art Awards. These responsibilities would fall back to the current K-12 art specialist to support all levels of instruction, 400 teachers, and 120,000 students annually.

The elimination of 0.5 advanced academics resource teacher, will impact the quality of the continuum of services delivered directly to students at 139 elementary schools. The Young Scholars program will receive decreased support for professional development, summer program delivery, and administrative support. The Level IV screening process will be impacted by the loss of this position in terms of communication with administrators, teachers, and parents. The recommendations of the George Mason University study of AAP centers to focus on fidelity of implementation will be hindered.

Assistant Positions

(7.0 positions)

The elimination of 2.0 Career and Technical Education (CTE) administrative assistant positions will result in an increase in workload for the remaining administrative assistant positions and each of the program managers. The services to 50 schools and 400 teachers will be diminished. This reduction will negatively impact the current support that teachers receive at their school sites. The turnaround time of responses to schools, purchases of equipment, and resolutions of instructional issues will increase.

The elimination of a 1.0 administrative assistant position will eliminate the administrative support for the director of the Office of Strategic Planning; coordination for Spotlight on Learning, and ISD regulations updates; and eliminate staff administrative support for the School Board ACE Advisory Committee.

The elimination of 2.0 school support administrative assistant positions will eliminate support of summer programs including communication with parents about registration, eligibility, fee collection, and summer school graduation. Additionally, these positions support the Elementary Magnet School lottery, Elementary Progress Report Card, Project LIFT, and professional development on designated Mondays.

The elimination of a 1.0 College Success Program administrative assistant position will impact the ability of the program to respond to parent, school, and university partner requests in a timely manner, to coordinate college trips and evening programs, and to communicate application deadlines and event dates. The position supports the timesheets of all AVID tutors, as well as the processing and support of all Pathway counselors resulting in increased clerical responsibilities for professional staff.

Elimination of a 1.0 Early Childhood program assistant will reduce the administrative support to the kindergarten specialists and supplemental support to FECEP/HS staff. This includes professional development material preparation, room reservations, data entry of student information into the DECA database, and data entry of staff information into the FileMaker Pro database.

The elimination of hourly funding for the professional library will result in the closure of the library. The existing collection will be available for self-service only.

*Reflects Cost Avoidances

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Other operating expenditures, such as subscriptions to periodicals and databases, computer equipment purchases, reference materials and library supplies, will be eliminated with the professional library closure, and existing professional periodicals and databases will not be renewed.

(\$0.6 million)
(2.0 positions)

Professional Learning and Accountability

As part of the divisionwide reorganization effective July 1, 2014, the Department of Professional Learning and Accountability was dissolved and their functions were reassigned to other departments. Savings from the divisionwide reorganization were included as part of the FY 2014 Final Budget Review. Prior to the systemwide reorganization, PLA identified reductions to balance the FY 2015 Budget.

The following positions will be eliminated:

Specialist

(1.0 position)

A 1.0 specialist position will be eliminated resulting in the decrease of services to teachers and principals in making research-based, data driven decisions about student achievement. This reduction will increase the workload of the other staff. School-based personnel will also lose the support provided by this specialist.

Assistant

(1.0 position)

A 1.0 assistant position will be eliminated, resulting in a decrease to customer service provided to students, parents, teachers, administrators, the School Board, and the community.

Hourly funding used in support of the Teacher Researcher Conference will be eliminated, and the responsibilities will be shifted to other staff members.

Other operating expenditure budgets will also be reduced, eliminating: printing expenses; special function expenses (leadership conference, principal meetings); consulting services used to ensure FCPS employees learn from national leaders and researchers; fees paid for Southern Association of Colleges and Schools (SACS) accreditation; and costs associated with the Virginia Alternate Assessment Program (VAAP) Collection of Evidence.

(\$1.0 million)
(9.5 positions)

Special Services

The mission of the Department of Special Services (DSS) is to provide a planned program of instructional, psychological, social, and related services to help schools meet the unique needs of identified students and their families. DSS provides a network of support to staff, students, and families that eliminates obstacles, facilitates instruction, and enables students to succeed as individuals within the learning environment. Through instructional leadership, curriculum development, program evaluation, staff development, and support for alternative, special education, and student services programs, DSS ensures that all program areas in schools are fully supported and able to comply with fiscal, legal and personnel requirements.

The following positions will be eliminated:

Functional Applications Specialist

(1.0 position)

A 1.0 functional applications specialist position will be eliminated. The ability to provide support to SEA-STARs users, including report writing and data requests will be limited. This team supports SEA-STARs functional applications.

Student Data Specialist

(1.0 position)

A 1.0 student data specialist position will be eliminated. This position supports data integration and collection. The IT department will need to provide more assistance to DSS regarding data integration requests and to support other data collection such as Global Awareness Technology Project (GATP), Positive Behavior Approach (PBA), Positive Behavior Intervention and Support (PBIS), and other data collection associated with Student Achievement Goals (SAGs).

*Reflects Cost Avoidances

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Multilingual Translator

(0.5 position)

A 0.5 multilingual translator position will be eliminated, impacting Spanish language minority parents and limiting support to students.

Accounting Technician

(1.0 position)

A 1.0 accounting technician position will be eliminated, limiting the ability to complete critical financial tasks and provide finance-related support to instructional program staff.

Administrative Assistants

(2.5 positions)

This reduction will eliminate 2.5 administrative assistant positions. Clerical and technical support duties for all of Operations and Strategic Planning, Career and Transition Services, and Procedural Support Services will be re-designed and covered by the remaining administrative teams. The ability to provide adequate clerical and technical supports and serve the mission of those programs will be impacted.

Program Assistant

(1.0 position)

A 1.0 program assistant position will be eliminated, and the remaining administrative assistant and hourly program assistants will have to support occupational and physical therapists with equipment inventory and dissemination in addition to their regular duties.

Student Information Assistant

(0.5 position)

A 0.5 student information assistant position will be eliminated. In order to continue supporting school registrations, critical student information tasks will be transferred to the remaining senior data management staff.

Mentor/Coaches

(2.0 positions)

This reduction will eliminate 2.0 mentor/coach positions. The remaining 6.0 mentor/coach team members will likely be unable to support teachers beyond their first year.

Hourly funding will be reduced and the following negative impacts will occur: lack of timeliness in providing student records and testing materials in the Multiagency Services; additional duties for Restorative Behavior Intervention/Alcohol and Other Drugs (RBI/AOD) teachers and remaining full time employees; loss of flexibility in implementing Student Safety and Wellness (SSaW) projects; lack of coverage for administrators in training in Due Process and Eligibility; and limited expediency in new application testing in the data management of the Operations and Strategic Planning.

Other operating expenditure budgets will also be reduced across the department eliminating the opportunity to: meet office needs for special education programs; update prevention materials to share with schools; purchase reference materials to support professional development and ongoing learning; provide professional resources available for special education teachers; and offer professional development. In addition, delaying computer or infrastructure replacement will impact DSS' ability to serve special education students.

Divisionwide Support

Divisionwide support includes items that affect all programs and departments, such as utilities, property insurance, and enterprise systems like Blackboard. Divisionwide support reductions total \$5.6 million, or 2 percent, of the divisionwide support budget. Budget reductions include the costs associated with utilities, the School Construction Fund transfer and short term disability insurance.

Utilities

(\$1.6 million)

(0.0 positions)

The electricity budget will decrease \$1.6 million, or 4.7 percent, as compared to the FY 2014 Approved Budget. The decrease is due to the effects of energy cost-saving measures, such as retrofitting equipment for increased energy efficiency and employing energy conservation methods. All school buildings have been entered into the US Environmental Protection Agency building energy benchmarking system, and 47 schools have been Energy Star certified since 2009.

*Reflects Cost Avoidances

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Construction Fund Equipment Transfer	(\$1.6 million) (0.0 positions)
Equipment funding for new construction, renewals, and additions is provided through a transfer from the School Operating Fund to the School Construction Fund to cover one-third of the cost to equip new school construction, school renovations, and school additions. School bond funding is used to address the balance of the equipment funding needs. The FY 2015 transfer of \$0.4 million reflects a decrease of \$1.6 million, or 80.9 percent, from the FY 2014 approved. The equipment transfer amount varies each year based on the requirements of the Capital Improvement Plan, and \$0.4 million reflects FY 2015 construction project requirements for Bucknell and Keene Mill elementary schools.	
Short Term Disability	(\$0.3 million) (0.0 positions)
Under FCPS' current Integrated Disability Management Program (IDM), FCPS provides employees with 100 percent salary replacement while on short-term disability (STD). An employee is placed on STD if he or she is disabled for more than 20 continuous workdays as the result of: diagnosis of an employee's serious health condition, illness, or injury. After the 20-day period, the employee is automatically transferred to STD if the absence continues to be medically necessary. A \$0.3 million cost reduction is reflected in the FY 2015 Approved Budget as a placeholder while specific options for reducing the STD program, including a comparison of benefits provided by surrounding school districts, are evaluated.	
Energy Conservation Savings	(\$1.8 million) (0.0 positions)
Effective February 1, 2014, FCPS and Cenergistic, Inc. entered into a mutually agreed contract for Cenergistic to provide energy management, conservation, and educational services divisionwide. Cenergistic's methodology is to use a team of experienced energy experts that work with school division personnel to perform onsite assessments of each school facility. Based on the data collected, the Cenergistic team will build and recommend a detailed action plan specifically for FCPS which will identify energy savings opportunities, optimize building profiles, and provide critical strategies to implement the program successfully. The Cenergistic program would be self-funded through the utility cost savings achieved, as Cenergistic's customary fee is a negotiated percentage of the utility savings realized. The Energy Conservation Program is expected to include no capital investment; savings are contractually warranted to exceed all investments in the program. Initial savings are projected conservatively to be \$1.8 million.	
Debt Service Gatehouse	(\$0.3 million) (0.0 positions)
On May 13, 2014, the County approved a resolution to authorize the sale of Fairfax County Economic Development Authority (EDA) Facilities Revenue and Refunding Bonds Series 2014 A for the School Board Central Administration Building. Savings of \$0.3 million is recognized due to lower projected debt service payments based on current market interest rates.	
School Support	(\$16.0 million) (171.0 positions)
School support reductions total \$16.0 million, or 3 percent, of the school support budget and include the elimination of 171.0 positions. The school support budget includes the costs associated with assistant principals, school clerical support, custodial support, tuition reimbursement, professional development, and replacement equipment.	
Out of School Support	(\$0.2 million) (0.0 positions)
Funding for Out of School Support will be reduced by \$0.2 million as a result of the savings projected from the addition of In-School Suspension Support at high schools.	

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Assistant Principals

(\$0.6 million)
(6.0 positions)

Reductions impacting assistant principal positions include class size increase, needs-based staffing, and the instructional assistant formula change. These reductions total an additional \$0.6 million and 6.0 positions.

Reduction	Amount	Positions
Class Size Increase	\$ (0.1)	(1.0)
Needs-Based Staffing	(0.3)	(3.0)
Instructional Assistant Formula Change	(0.2)	(2.0)
Total Assistant Principal Reductions	\$ (0.6)	(6.0)

Administrative Interns

(\$0.8 million)
(10.0 positions)

The administrative intern program will not be funded, resulting in a reduction of \$0.8 million and 10.0 school-based positions. The intern program is FCPS' most successful succession tool for school-based administrators with 75 percent of all interns placed in administrative positions. During the last five years, FCPS has needed 415 assistant principals and administrative interns are well-prepared to serve in schools after they complete their yearlong internship working under FCPS' best principals.

School-Based Technology Specialists

(\$1.4 million)
(14.0 positions)

School-based technology specialists (SBTS) positions will be reduced to the Standards of Quality (SOQ) mandated level. By reducing the allocation of positions to 1.0 per every 1,000 students divisionwide, FCPS will save \$1.4 million and eliminate 14.0 positions. FCPS will allocate all schools with enrollment greater than 555 students a 1.0 SBTS position and schools with less than 555 students will be allocated a 0.5 SBTS position.

Assessment Coach Contract Length Reduction

(\$0.0 million)
(0.0 positions)

Assessment coaches are currently on 208-day contracts. Beginning in FY 2015, newly hired assessment coaches will be placed on 194-day contracts. Since current assessment coaches will remain on a 208-day contract, savings will be generated through attrition in future years.

Assistant Principal Contract Length Reduction

(\$0.0 million)
(0.0 positions)

When high school assistant principals (AP) are promoted from an AP I to an AP II, their contract length was previously extended from 219-days to 260-days. Current AP IIs on 260-day contracts will remain on those contracts; however, beginning in FY 2015, newly promoted high school AP IIs will remain on 219-day contracts. Savings will be generated through attrition in future years.

Clerical Support

(\$3.7 million)
(81.0 positions)

Based on a recommendation contained in the State School Efficiency Review, the number of clerical positions at elementary schools will be reduced. The staffing formula was changed from one clerical position for every 10.0 positions to one clerical position for every 10.75 positions. This change results in a reduction of \$2.6 million and 56.5 positions. Other reductions impacting clerical positions include class size increase and needs-based staffing. These reductions total an additional \$1.1 million and 24.5 positions.

Reduction	Amount	Positions
State School Efficiency Review	\$ (2.6)	(56.5)
Class Size Increase	(0.5)	(11.5)
Needs-Based Staffing	(0.6)	(13.0)
Total Clerical Reductions	\$ (3.7)	(81.0)

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Custodial Support

**(\$2.9 million)
(60.0 positions)**

Based on a recommendation in the State School Efficiency Review, the number of custodial positions allocated to schools will be reduced. The square footage component of the formula will be decreased from 0.029 to 0.027 resulting in a reduction of \$2.4 million and 50.5 positions. The State Efficiency Review also recommended that custodial oversight be provided by Facilities Management. Other reductions impacting custodial positions include class size increase and needs-based staffing. These reductions total an additional \$0.5 million and 9.5 positions.

Reduction	Amount	Positions
State School Efficiency Review	\$ (2.4)	(50.5)
Class Size Increase	(0.2)	(5.0)
Needs-Based Staffing	(0.2)	(4.5)
Total Custodial Reductions	\$ (2.9)	(60.0)

Professional Development Systemwide

**(\$2.4 million)
(0.0 positions)**

Funding for systemwide professional development activities will be reduced by \$2.4 million. These funds are used to provide professional development training and support for teachers, substitutes for teachers participating in professional development activities, funding to support content development, resources to support professional learning communities, hourly funding to support the Teacher Researcher Conference, and reference materials to support ongoing learning.

Tuition Reimbursement

**(\$1.2 million)
(0.0 positions)**

All contracted employees were eligible to be reimbursed for one course (university or continuing education) during FY 2014. Each year over 2,400 employees benefit from this program. The suspension of the tuition reimbursement employee benefit in FY 2015 results in a budget reduction of \$1.2 million. These funds supported provisionally licensed instructional employees teaching in a critical field; instructional and support employees enrolled in coursework to meet the qualifications in a designated critical need area; instructional employees completing course work to fulfill the renewal of Virginia teaching license; instructional and support employees completing coursework through a regionally accredited college or university-approved program culminating in a degree; support employees in apprenticeship program courses for a technical trades position designated as a critical need area.

Replacement Equipment Funding

**(\$2.0 million)
(0.0 positions)**

This funding is used to replace obsolete, unsuitable, and unserviceable equipment items in a timely and appropriate manner. The replacement items include laptops for classroom or instructional labs, media equipment, instructional equipment related to music, physical education, art, science, and career and technical education, special services equipment for augmentative and alternative communication devices, and facility equipment such as school water coolers, custodial equipment, lawn mowers, snow blowers, and vacuum cleaners. Funds are centrally budgeted each year and distributed after replacement priorities have been determined. The reduction of \$2.0 million reflects a 31.7 percent reduction. The remaining replacement equipment funding totals \$4.3 million, of which \$1.0 million is set aside for annual computer lease payments.

Student Achievement Goal Projects

**(\$0.9 million)
(0.0 positions)**

Target funding for student achievement goal projects will be reduced by approximately 50 percent, or \$0.9 million. The Project Management Oversight Committee (PMOC) oversees various projects related to FCPS' Student Achievement Goals. Project examples include: Best Practices in Teaching and Learning, Electronic Assessment & Instructional Resources (eCART), Graduate All Students, Closing the Achievement Gap, and Responsive Instruction: A Response to Intervention Approach. PMOC will determine which projects will be affected by the reduction in funding.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Classroom

Classroom reductions total \$36.2 million, or 2 percent, of the classroom budget and include the elimination of 470.7 positions. The classroom budget includes teachers (classroom, art, music, physical education, special education, and electives); instructional assistants; and textbooks and supplies.

(\$7.0 million)

Class Size for Elementary Schools - Teacher Positions

(91.3 positions)

Elementary class size will increase by 0.5 students per teacher, from 26.25 to 26.75, resulting in a reduction of \$7.0 million and 91.3 teacher positions. This class size increase impacts general education, advanced academics, and English for Speakers of Other Languages (ESOL) classes, but does not impact special education class size. Increasing elementary class size also impacts assistant principal, instructional assistant, clerical, and custodial staffing.

(\$2.3 million)

Class Size for Middle Schools - Teacher Positions

(30.7 positions)

Middle school class size will increase by 0.5 students per teacher, from 26.9 to 27.4, resulting in a reduction of \$2.3 million and 30.7 teacher positions. This class size increase impacts general education, advanced academics, and English for Speakers of Other Languages (ESOL), and career and technical education classes, but does not impact special education class size. Increasing middle school class size also impacts custodial staffing.

(\$5.9 million)

Class Size for High Schools - Teacher Positions

(77.6 positions)

High school class size will increase by 1.0 student per teacher, from 29.5 to 30.5, resulting in a reduction of \$5.9 million and 77.6 teacher positions. This class size increase impacts general education, advanced academics, and English for Speakers of Other Languages (ESOL), and career and technical education classes, but does not impact special education or high school academy classes. Increasing high school class size also impacts custodial staffing.

(\$12.6 million)

Needs-Based Staffing - Teacher Positions

(164.8 positions)

The needs-based staffing formula will be adjusted. Part of the change is to establish that at least 20 percent of a school's enrollment is eligible for free and reduced-price meals in order to receive needs-based staffing. This change optimizes the allocation of resources by setting a minimum threshold and limiting the total resources provided. This formula change results in a reduction of \$12.6 million and 164.8 teacher positions. This reduction also impacts assistant principal, instructional assistant, clerical, and custodial staffing.

(\$3.8 million)

Summer School

(0.0 positions)

Funding transferred to the Grant and Self-Supporting Programs Fund for elementary and middle school summer intervention programs will be reduced by \$3.8 million, or 50.0 percent. These funds are used to provide staffing and transportation for intervention programs at elementary and middle schools. These supplementary services were provided during the summer to students performing below grade level in reading and/or mathematics. Reducing the budget will require FCPS to more selectively target resources to students needing opportunities for academic intervention and remediation. The reduction may also have a negative impact on the division's graduation rate and SOL test performance rate and may hamper FCPS' ability to close the achievement gap. The mandated special education Extended School Year program will not be impacted.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Instructional Assistants

**(\$2.4 million)
(69.0 positions)**

A staffing formula change for elementary general education instructional assistants will provide a minimum of a 1.0 instructional assistant in each elementary school. Schools with enrollment greater than 650 students will receive 2.0 positions and schools with enrollment greater than 850 will receive 3.0 positions. This formula change results in a reduction of \$1.9 million and 54.0 instructional assistant positions. Other reductions impacting instructional assistant positions include class size increase and needs-based staffing. These reductions total an additional \$0.5 million and 15.0 positions.

Reduction	Amount	Positions
Staffing Formula Change	\$ (2.1)	(56.0)
Less Assistant Principals (shown in support)	0.2	2.0
Class Size Increase	(0.3)	(8.0)
Needs-Based Staffing	(0.2)	(7.0)
Total Instructional Assistant Reductions	\$ (2.4)	(69.0)

Special Education – Career and Transition Staffing

**(\$1.9 million)
(37.3 positions)**

A total budget reduction of \$1.9 million eliminates the additional Work Awareness and Transition teacher (WAT) and Public Health Training Assistant (PHTA) positions allocated to middle schools, as well as the additional PHTA positions allocated to high schools. Specifically, this reduction eliminates 10.3 WAT teachers and 27.0 PHTA positions. Middle schools will provide students with WAT services through ratio-based special education staffing provided at each school. In addition, all special education Career and Transition Services will be reduced.

Adult English for Speakers of Other Languages

**(\$0.2 million)
(0.0 positions)**

The transfer to the Adult and Community Education Fund for adult ESOL will be reduced by \$0.2 million to better align with the local maintenance of effort requirements. In FY 2015, the required match will be met using available funds to support the adult English for Speakers of Other Languages (ESOL) program and to meet the local maintenance of effort mandated in order to receive federal grant funding for the adult ESOL program. This reduction results in a savings of \$0.2 million in the School Operating fund, without reducing adult ESOL services.

FY 2016

Compensation Base Savings

**(\$27.0 million)
(0.0 positions)**

The \$27.0 million base savings represents the recurring savings due to turnover in FY 2015. Position turnover represents the savings realized when experienced employees retire or leave the system and are replaced by workers with less experience who earn a lower salary. FY 2016 maintains the budgeted lapse rate of 2.1 percent. In addition to turnover, the other component of lapse is vacancy savings, which results when positions are vacant and are waiting to be filled.

Health Insurance

**(\$9.2 million)
(0.0 positions)**

Health insurance costs are projected to decrease by \$9.2 million as compared to the FY 2015 Approved Budget. At the time that the FY 2015 Approved Budget was developed, it was assumed that health premiums would increase in calendar year 2015. Actual rates have since been set and there are no increases planned for calendar year 2015. As a result, and combined with plan shifts, health costs for FY 2016 are projected to be lower.

Virginia Retirement System Rate Adjustment

**(\$6.0 million)
(0.0 positions)**

In April 2015, the State adopted a budget amendment that reduced the employer contribution rate for the Virginia Retirement System (VRS) from the FY 2015 rate of 14.50 percent to 14.06 percent for FY 2016. As a result of this rate decrease, FCPS' FY 2016 VRS contribution costs are projected to decrease by \$6.0 million as compared to the FY 2015 Approved Budget amount.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

(\$5.0 million)

Other Post-Employment Benefits

(0.0 positions)

FCPS' employer contribution to the School Other Post-Employment Benefits (OPEB) Trust Fund was reduced from \$10.0 million in FY 2015 to \$5.0 million in FY 2016. Prior year actuals, along with updated actuarial projections, indicate that FCPS would be able to meet the projected FY 2016 annual required contribution (ARC) with a reduced employer contribution of \$5.0 million.

(\$2.8 million)

Retiree Health Care Credit and State Group Life

(0.0 positions)

When the State budget was adopted in late June 2014, the General Assembly reduced the employer rates for the Retiree Health Care Credit (RHCC) and group life insurance. The RHCC rate decreased from 1.18 percent to 1.06 percent and the group life rate decreased from 1.32 percent to 1.19 percent. This reduced FCPS' share of the costs for both RHCC and group life by \$2.8 million for FY 2016.

(\$1.3 million)

Contract Length Reductions – Full-Day Mondays

(0.0 positions)

As a result of the June 2014 approval of Master Calendar changes, recurring savings of \$1.3 million is realized for FY 2016 due to contract length reductions associated with implementation of Full-Day Mondays, and three fewer school days for students. Since Master Calendar changes were approved after employee contracts for FY 2015 were completed, the contract length reductions were deferred until FY 2016. The School Operating Fund employee groups impacted are bus drivers, floaters, supervisors, and attendants; occupational therapy assistants, educational interpreters; public health attendants; and safety and security assistants. In the Food and Nutrition Services Fund, food service workers and managers are also impacted.

(\$0.0 million)

Contract Length Reductions – Career and Transition Teachers at Davis and Pulley

(0.0 positions)

In a continued effort to align contract lengths with position responsibilities, the Career and Transition teachers at the Davis and Pulley Centers that are currently on a 198-day contract are moved to a 194-day contract in FY 2016. This impacts 18.0 budgeted positions and generates a savings of \$34,245. This is in alignment with the career and transition reductions implemented in FY 2015.

(\$0.7 million)

Divisionwide Reorganization

(7.2 positions)

Effective July 1, 2014, FCPS implemented a new organizational structure to better align systems, improve decision making, and facilitate stronger and more differentiated support of schools. As a result, recurring savings of \$0.6 million is achieved due to the elimination of 5.0 positions including: a 1.0 assistant superintendent, 3.0 directors, and a 1.0 coordinator.

An internal review of the Adult High School Program completed by the Department of Special Services resulted in the conversion of teacher positions from alternative programs to fund intervention and prevention services, and the conversion of positions from Alternative Learning Centers to fund psychology and social work services, resulting in a net reduction of 2.2 positions.

In addition, the Department of Communications and Community Outreach is reorganized into the Office of Communications and Community Relations. A 1.0 assistant superintendent position is reclassified to a 1.0 executive director position. The Office of Family and School Partnerships is realigned to the Department of Instructional Services, and the Parent Resource Center is realigned to the Department of Special Services. The changes made as a result of the internal review and the reorganization result in additional savings of \$0.1 million.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Legal Fees/Materials Reserve/Workers Compensation Insurance (\$4.0 million)
(0.0 positions)
The budget for legal fees is reduced by \$1.0 million due to an analysis of the current use of outside legal counsel.

The school materials reserve provides funding to schools to meet unanticipated needs, and per-pupil funding is allocated to schools when there is a net increase in enrollment over the previous approved budget cycle. Based on a review of centrally-managed accounts, the school materials reserve and per-pupil funding is reduced by \$2.0 million.

The annual contribution made from the School Operating Fund to the School Insurance Fund for worker's compensation is reduced by \$1.0 million. Prior year actual expenditures have been trending lower than budget and the fund reserve is sufficient to cover projected accrued liabilities.

Fuel (\$2.8 million)
(0.0 positions)
Vehicle fuel is reduced by \$2.8 million due to lower projected fuel prices for gasoline and diesel.

Utilities (\$2.5 million)
(0.0 positions)
Effective February 1, 2014, FCPS and an energy conservation company entered into a mutually agreed contract for the company to provide energy management, conservation, and educational services divisionwide. This five-year contract will enable FCPS to reduce energy consumption through close monitoring of utility usage, changes to energy use practices, and the education of students and staff regarding energy conservation.

FY 2017

Compensation Base Savings (\$19.1 million)
(0.0 positions)
The \$19.1 million base savings represents the recurring savings due to position turnover in FY 2016. Position turnover results from savings realized when experienced employees retire or leave the system and are replaced by employees with less experience who earn a lower salary. In addition to turnover, there are savings due to lapse which is salary savings that results when positions are vacant and are waiting to be filled. The FY 2017 Proposed Budget maintains the budgeted lapse rate of 2.1 percent.

One-time Staffing and Transportation Radio Reserve (\$8.2 million)
(0.0 positions)
During the FY 2015 Midyear Budget Review, \$0.8 million in one-time funding was set aside to help address large class sizes in elementary schools in FY 2016. This one-time expenditure results in a budget reduction of \$0.8 million for FY 2017. Additional one-time funding of \$7.4 million was set aside during the FY 2015 Midyear Budget Review and included in the FY 2016 Approved Budget for FCPS' share of the county's conversion of the public service radio system from an analog system to a digital system. This amount can now be eliminated from the budget.

Substitute Rates (\$2.3 million)
(0.0 positions)
The substitute rates in the FY 2017 Approved Budget will be adjusted to include one short-term and one long-term substitute teacher rates and no longer differentiate pay rates for retired teachers from other substitute teachers. The substitute rates have been adjusted to reflect the market average among seven Virginia local school districts and result in a savings of \$2.3 million.

*Reflects Cost Avoidances

FY 2009 - FY 2017 Fee Enhancements, Reductions, and Cost Avoidances

Fuel	(\$2.0 million) (0.0 positions)
Savings of \$2.0 million is being recognized in FY 2017 based on actual vehicle fuel rates experienced in FY 2016. Vehicle fuel rates for FY 2017 have been adjusted to align with the County fuel rate of \$2.00 per gallon for both gas and diesel fuel. To also align with the County and to address fluctuations in rates, it is recommended that FCPS create a fuel reserve with one time funding at year end.	
Central Department Operating Account Reductions	(\$0.5 million) (0.0 positions)
The Superintendent will identify reductions totaling \$0.5 million in central operating accounts: for example, supplies, professional services and/or other operating accounts.	
Transfers to School Construction Fund and Consolidated County and School Debt Service Fund	(\$0.4 million) (0.0 positions)
Due to the timing of when Capital Improvement Program projects are completed, there is a decrease of \$0.4 million in the transfer from the School Operating Fund to the School Construction Fund. In addition, there is a decrease of \$1,850 in the transfer from the School Operating Fund to the Consolidated County and Schools Debt Service Fund. This slight decrease represents the annual fluctuation of principal and interest payments owed on the bonds sold to finance the Gatehouse Administration Center.	
Community Use Fees	\$0.2 million 0.0 positions
Revenue from community use fees will increase by an additional \$0.2 million for a total increase of \$0.4 million as compared to FY 2016 Approved Budget. The proposed budget had an increase of \$0.2 million based on actual trends, and this reflects an additional increase in revenue of \$0.2 million for an increase in fees for custodial personnel services. This will increase the rate from \$32 to \$34 per hour to offset the increases in compensation costs.	

*Reflects Cost Avoidances

Acronym Index

A

A.A. - Associate of Arts
AAP - Advanced Academic Program
ABA - Applied Behavioral Analysis
ABA/VB - Applied Behavioral Analysis/Verbal Behavior
ABE - Adult Basic Education
ABS - Alternative Behavior Supports
ACA - Affordable Care Act
ACE - Adult and Community Education
ACT - American College Testing Exam
ADA - Americans with Disabilities Act
ADAA - Americans with Disabilities Act Amended Act
ADM - Average Daily Membership
AED - Automatic External Defibrillator
AEFLA - Adult Education and Family Literacy Act
AEP - Achievement of Excellence in Procurement
AFT - American Federation of Teachers
AHSC - Adult High School Completion
AIA - Alternative Instruction Arrangement
AIM - Achievement, Integrity, and Maturity
ALC - Alternative Learning Centers
AMO - Annual Measurable Objective
AP - Advanced Placement
APE - Adapted Physical Education
APQC - American Productivity and Quality Center
ARC - Annual Required Contribution
ARRA - American Recovery and Reinvestment Act
A.S.- Associate of Science
ASBO - Association of School Business Officials
ASHA - American Speech-Language-Hearing Association
ASP - Application Service Provider
AT - Assistive Technology
ATC - Athletic Trainer, Certified
ATF - Alcohol, Tobacco, and Firearms
ATS - Assistive Technology Services
AUT - Autism
AVID - Advancement via Individual Determination
AVL - Automated Vehicle Location System
AYP - Adequate Yearly Progress

B

B.A. - Bachelor of Arts
BCAC - Business and Community Advisory Council
BOS - Board of Supervisors
BPREP - Budget Preparation System
BPS - Position Budgeting Subsystem of BPREP
BRAC - Base Realignment and Closure
B.S. - Bachelor of Science
B.S.B.A. - Bachelor of Science in Business Administration
BYOD - Bring Your Own Device

C

CAD - Computer Assisted Drawing
CAFR - Comprehensive Annual Financial Report
CAO - Chief Academic Officer
CAP - Colleague Assistance Program
CATV - Cable Television
CCCR - Office of School Counseling and College Success Program
CCMS - Central Control and Monitoring System
CEDSS - Comprehensive Emotional Disabilities Services Site
CETA - Changing Education through the Arts
CF - Construction Fund
CI - Community Index
CIO - Chief Investment Officer
CIP - Capital Improvement Program
COBRA - Consolidated Omnibus Budget Reconciliation Act
COLA - Cost-of-Living Adjustment
COO - Chief Operating Officer
COS - Chief of Staff
COV - Code of Virginia
CPM - Cost Per Mile
CPP - College Partnership Program
CPP - Cost Per Pupil
CPR - Cardiopulmonary Resuscitation
CRA - Credit Recovery Academy
CSA - Comprehensive Services Act
CSIS - Central Student Information System
CSR/C - Title II Class Size Reduction/Coach
CST - Child Specific Team

Acronym Index

CUA - Contribution and Use Agreement

CTE - Career and Technical Education

CTS - Career and Transition Services

CWA - Clean Water Act

CY - Calendar Year

D

DCCO - Department of Communications and Community Outreach

DCCR - Department of Communications and Community Relations

DEA - Drug Enforcement Agency

DEQ - Department of Environmental Quality

DHOH - Deaf/Hard-of-Hearing

DMO - Dental Maintenance Organization

DOLI - Virginia Department of Labor and Industry

DPDP - Departmental Professional Development Plans

DPE - Due Process and Eligibility

DPPO - Dental Preferred Provider Organization

DRA - Developmental Reading Assessment

DSS - Department of Special Services

DVP - Dominion Virginia Power

DVS - Fairfax County Department of Vehicle Services

E

eCART - Electronic Curriculum Assessment Resource Tool

eVA - Web-based purchasing system used by Virginia government

EAI - Enterprise Application Integration

EAP - Employee Assistance Program

ECAT - Early Childhood Assessment Team

ECID&S - Early Childhood Identification and Services

ECT - Extra Curriculum Teacher

ED - Emotional Disabilities

EDA - Economic Development Authority

EDP - External Diploma Program

EDSL - Education Decision Support Library

EER - Office of Equity and Employee Relations

EGWP - Employer Group Waiver Plan

EHS - Early Head Start

EIP - Early Identification Program

EIRI - Early Intervention Reading Initiative

EISA - Office of Enterprise Information Services and Assessment

EL - English Literacy
ELs - English Language Learners
ELL - English Language Learners
ELO - Extended Learning Opportunities
ELP - Extended Learning Programs
EMTB - Emergency Medical Technician-Basic
EP - Educational Planning
EPA - Environmental Protection Agency
EPE - Editorial Projects in Education
EPO - Elect Choice Provider Organization
EQ - Education Quotient
ERFC - Educational Employees' Supplementary Retirement System of Fairfax County
ERP - Enterprise Resource Planning
ERRP - Early Retiree Reinsurance Program
ES - Elementary School
ESSA - Every Student Succeeds Act
ESEA - Elementary and Secondary Education Act
ESL - English as a Second Language
ESOL - English for Speakers of Other Languages
EST - Estimate
ESY - Extended School Year

F

FAHS - Fairfax Adult High School
FAPE - Free and Appropriate Public Education
FASTeam - Functional Applications Support Team
FBI - Federal Bureau of Investigation
FCAHS - Fairfax County Adult High Schools
FCC - Federal Communications Commission
FCCPTA - Fairfax County Council of Parent Teacher Associations
FCERS - Fairfax County Employees' Retirement System
FCHD - Fairfax County Health Department
FCPS - Fairfax County Public Schools
FCPSnet - FCPS intranet site
FCSB - Fairfax County School Board
FDK - Full-Day Kindergarten
FECEP - Family and Early Childhood Education Program
FGI - Federal Graduation Indicator
FICA - Federal Insurance Contribution Act (Social Security)
FLAP - Foreign Language Assistance Program

Acronym Index

FLE - Family Life Education
FLI - Foreign Language Immersion
FLES - Foreign Language in Elementary Schools
FLEX - Foreign Language Experience
FLSA - Fair Labor Standards Act
FM - Facilities Management
FMLA - Family and Medical Leave Act
FMMS - Facilities Maintenance Management System
FNS - Food and Nutrition Services
FOCUS - Fairfax County's Unified System
FOIA - Freedom of Information Act
FPAC - Facilities Planning Advisory Council
FRM - Free and Reduced-Price Meals
FS - Financial Services
FSA - Flexible Spending Accounts
FT - Full-Time
FTE - Full-Time Equivalent
FTS - Department of Facilities and Transportation Services
FY - Fiscal Year
FZTR - Fairfax Zero Tolerance Reform

G

GAAP - Generally Accepted Accounting Principles
GAE - General Adult Education
GASB - Governmental Accounting Standards Board
GATB - Global Awareness Technology Project
GCI - Graduation and Completion Index
GED - General Education Development
GET-IEP - General Education Teacher - Individualized Education Program
GFOA - Government Finance Officers Association
GIS - Geographic Information System
GO - Graduate Outcome
GPS - Global Positioning System
G&SSP - Grants and Self-Supporting Programs
GT - Gifted and Talented

H

HCERA - Health Care and Education Reconciliation Act
HIPAA - Health Insurance Portability and Accountability Act
HIPPY - Home Instruction for Parents of Preschool Youngsters

HISD - Houston Independent School District
HiTECH - Health Information Technology for Economic and Clinical Health
HMO - Health Maintenance Organization
HPE - Health and Physical Education
HR - Human Resources
HRAC - Human Relations Advisory Committee
HRBS - Office of Human Resources Business Services
HRIS - Human Resources Information System
HS - High School
HVAC - Heating, Ventilation, and Air Conditioning

I

IA - Instructional Assistant
IAS - Interagency Alternative Schools
IB - International Baccalaureate
IBCC - International Baccalaureate Career-Related Certificate
IBDP - International Baccalaureate Diploma Program
IBMYP - International Baccalaureate Middle Years Program
IBNR - Incurred but not Reported
ID - Intellectual Disabilities
IDEA - Individuals with Disabilities Education Act
IDM - Integrated Disability Management
IDS - Intellectual Disability Severe
IEP - Individualized Education Program
IFC - Infrastructure Financing Committee
IFTA - Institute for the Arts
IHE - Institute for Higher Education
IMS - Instructional Management System
INS - Insurance Fund
IP - Internet Protocol
IoT - Internet of Things
IPLS - Integrated Parcel Life Cycle System
IS - Instructional Services
ISAEP - Individual Student Alternative Education Plan
ISD - Instructional Services Department
IT - Information Technology
IT CSI - IT Continual Service Improvement
ITI - Instructional Technology Integration
ITIL - Information Technology Infrastructure Library
ITO - Incurred Turnover Offset

Acronym Index

ITO - Information Technology Operations
ITSS - Office of Support Services
ITTS - Instructional Technology Training and Software

J

JBDC - Joint Budget Development Committee
J.D. - Juris Doctor (Doctor of Law)
JLARC - Joint Legislative Audit and Review Commission
JROTC - Junior Reserve Officers Training Corps

K

K - Kindergarten
KIT - Keep in Touch
kWH - Kilowatt Hour

L

LAN - Local Area Network
LCI - Local Composite Index
LD - Learning Disabilities
LEAD Fairfax - Learning, Empowering, Assessing and Developing Leaders in Fairfax County Public Schools
LIS - Library Information Services
LISD - Lubbock Independent School District
LSAF - Local School Activity Funds
LSS - Library Support Services
LTC - Language Through Content
LTD - Long Term Disability

M

M.A. - Master of Arts
M.A.T. - Master of Arts in Teaching
M.B.A. - Master of Business Administration
MCP - Microsoft Certified Professional
M.Ed. - Master of Education
M.L.S. - Master of Library Science
MNM - Project Momentum
MOE - Maintenance of Effort
MS - Middle School
MSA - Market Scale Adjustment
MSHS - Municipal Separate Storm Sewer Systems
MSAOC - Minority Student Achievement Oversight Committee
MTA - Microsoft Technology Associate

N

NAEP - National Assessment of Educational Progress
NATEF - National Automotive Technicians Education Foundation
NBCT - National Board Certified Teachers
NBPTS - National Board for Professional Teaching Standards
NCE - Noncategorical Elementary
NCLB - No Child Left Behind
NEDP - National External Diploma Program
NJROTC - Navy Junior Reserve Officers Training Corps
NMSC - National Merit Scholarship Corporation
NOVA - Northern Virginia Community College
NVCC - Northern Virginia Community College
NYMEX - New York Mercantile Exchange

O

OBS - Office of Budget Services
OCCR - Office of Communication and Community Relations
OEC - Office of Equity and Compliance
OECD - Organization for Economic Cooperation and Development
OEP - Office of Educational Planning
OFM - Office of Facilities Management
OLP - Outreach Learning Program
OPE - Office of Program Evaluation
OPEB - Other Post-Employment Benefits
OPM - Office of Payroll Management
ORBCOMM - Orbital Systems
OSEI - Office of Special Education Instruction
OSEPS - Office of Special Education procedural Support
OSHA - Occupational Safety and Health Administration
OSP - Office of Operations and Strategic Planning
OSS - Out of School Academic Support Services
OST - Office of Student Testing
OTA - Office of Testing and Assessment
OT/PT - Occupational/Physical Therapy Services

P

PAC - Preschool Autism Class
PBA - Positive Behavior Approach
PBIS - Positive Behavior Intervention and Support

Acronym Index

PBS - Positive Behavior Support
PBX - Private Branch Exchange
PCORI - Patient-Centered Outcomes Research Institute
PD - Physical Disability
PDA - Personal Digital Assistant
PE - Physical Education
PEG - Public/Educational/Governmental Access
PEP - Parents as Educational Partners
PHA - Public Health Attendant
Ph.D. - Philosophiae Doctor (Doctor of Philosophy)
PHTA - Public Health Training Assistant
PISA - Programme for International Student Assessment
PLA - Department of Professional Learning and Accountability
PMOC - Project Management Oversight Committee
POS - Point of Service (Health Benefits Plan)
PPA - Per Pupil Allocation
PPACA - Patient Protection and Affordable Care Act
PPE - Personal Protective Equipment
PPO - Preferred Provider Organization
PRC - Parent Resource Centers
PROC - Procurement Fund
PSAT/NMSQTTM - Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test
PSI - Priority Schools Initiative
PSR - Premium Stabilization Reserve
PT - Part-Time
PTA - Parent Teacher Association
PTO - Parent Teacher Organization
PTSA - Parent Teacher Student Association

R

RBI/AOD - Restorative Behavior Intervention/Alcohol and Other Drugs
RC - Responsive Classroom
RDS - Retiree Drug Subsidy
Rec-PAC - Recreation - Pretty Awesome Children
REOC - Replacement Equipment Oversight Committee
RFP - Request for Proposal
RHCC Virginia Retirement System Retiree Health Care Credit
RI - Resource Index
RTI - Response to Intervention

S

SACC - School Age Child Care
 SACS - Southern Association of Colleges and Schools
 SAG - Student Achievement Goal
 SASI - Schools Administrative Student Information System
 SAT - Scholastic Aptitude Test
 SAWW - Schools Accredited with Warning
 SB - School Board
 SBB - Student Based Budgeting
 SBTS - School-Based Technology Specialist
 SCA - Student Council Association
 SCAC - Superintendent's Community Advisory Council
 SD - Severe Disability
 SDFY - Safe and Drug-Free Youth
 SEA-STARS - Special Education Administrative System for Targeting and Reporting Success
 SEER - Summary Exploratory Evaluation Reports
 SEMS - Substitute Employee Management System
 Serv-Safe - Food Handler Certification
 SFDC - Southeast Fairfax Development Corporation
 SFSF - State Fiscal Stabilization Funds
 SGA - Student Government Association\
 SIS - Student Information System
 SL - Speech/Language
 SLEEP - Start Later for Excellence in education Proposal
 SLP - Student Learning Plan
 SLPs - Speech/Language Pathologists
 SMDS - Switched Multimegabit Data Service
 SMHC - Strategic Management of Human Capital
 SMS - Systems Management Server
 SOA - Standards of Accreditation
 SOF - School Operating Fund
 SOL - Standards of Learning
 SOQ - Standards of Quality
 SPAC - Superintendent's Parent Advisory Council
 SR&R - Student Rights and Responsibilities
 SS - Secondary School
 SSAW - Student Safety and Wellness
 SSEAC - Support Services Employees' Advisory Council
 SSER - State School Efficiency Review

Acronym Index

STAC - Superintendent's Teacher Advisory Council
STD - Short-Term Disability
STEAM - Science, Technology, Engineering, Arts, and Mathematics
STEM - Science, Technology, Engineering, and Mathematics
STI - Summer Technology Institute
STPC - Strategic Technology Planning Council
SULA - Step Up Language Arts
SUM - Step Up Math
SY - School Year
SYA - Southwestern Youth Association

T

TAM - Office of Talent Acquisition and Management
TCS - Teacher Collaboration Service
TJHSST - Thomas Jefferson High School for Science and Technology
TLS - Transparent LAN Services
TPA - Technology Planning and Assessment
TSA - Total School Approach
TSIP - Technology Standards for Instructional Personnel
TSSpec - Technology Support Specialist
TTT - Time to Teach (elementary physical education, music, and art teachers)

U

UPS - Uninterrupted Power Supply
US - Unified Scale
USDA - United States Department of Agriculture
USAID - United States Secret Service Academy for Educational Development

V

VAAP - Virginia Alternative Assessment Program
VB - Verbal Behavior
VBOE - Virginia Board of Education
VDOE - Virginia Department of Education
VEPGA - Virginia Energy Governmental Purchasing Association
VGLA - Virginia Grade Level Assessment
VHSL - Virginia High School League
VI - Vision Impaired
VIP - Virginia Index of Performance
VIP - Very Important Paraprofessional
VLP - Volunteer Learning Program

VMI - Vendor Managed Inventory

VPI - Virginia Preschool Initiative

VRS - Virginia Retirement System

VSL - Virginia State Life Insurance

W

WABE - Washington Area Boards of Education

WAN - Wide Area Network

WASSC - Washington Area School Superintendents Council

WAT - Work Awareness and Transition

WECEP - Work Experience Cooperative Education Program

WGES - Washington Gas Energy Services

WPFO - Work Performed for Others

Y

YS - Young Scholar Summer Camp

Glossary

24-7 Learning - An online resource, also referred to as Blackboard, that allows FCPS to extend learning beyond the traditional school day and beyond school facilities. It provides students with immediate access to their schools, their teachers, and the classes in which they are enrolled. *See Blackboard.*

A

Accrual Basis of Accounting - Revenues are recognized when earned, and expenses are recognized when incurred.

Adult and Community Education Fund - This fund accounts for the Adult and Community Education program that provides lifelong literacy programs and educational opportunities for all Fairfax County residents.

Advanced Placement (AP) Program - An intensive program of college-level courses 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.

Advancement via Individual Determination (AVID) - A program that meets the educational needs of underachieving students in middle and high school. Students are prepared to meet college entrance requirements and are taught academic strategies to use in their learning. AVID was combined with other college preparatory programs in FY 2010 to form the College Success Program.

Advertised Budget - This is the second phase of the budget process and reflects the School Board's changes to the proposed budget. This budget is submitted by the School Board to the Fairfax County Board of Supervisors detailing proposed revenues, expenditures, and transfers for the coming fiscal year.

Achievement, Integrity, and Maturity (AIM) Program - The AIM Program serves expelled and excluded students. Students attending this program would not be served by any other education program and would be at greater risk for engaging in destructive behavior in the community.

Alternative Programs - A variety of intervention and support programs for students at risk for expulsion for inappropriate behavior, students conditionally expelled, and students whose adjustment to traditional education interferes with successful participation in general education. *See also Nontraditional Programs.*

American College Testing Exam (ACT) - The ACT is a national college admissions examination whose results are accepted by all 4-year colleges and universities in the U.S.

American Productivity and Quality Center (APQC) - A member-based nonprofit founded in 1977 that provides benchmarking and best-practice research for approximately 500 organizations worldwide in all industries.

Americans with Disabilities Act (ADA) - A federal law that 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.

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.

Approved Budget - The third and final phase of the budget process. The approved budget reflects all adjustments approved by the School Board in May resulting from revised revenue, expenditures, enrollment, and other projections and is the budget implemented on the following July 1.

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

Balanced Budget - A budget for which expenditures are equal to income. Sometimes a budget for which expenditures are less than income is also considered balanced.

Base Savings - Base savings represents the recurring savings due to turnover from the prior fiscal year. Position turnover represents the savings realized when experienced employees retire or leave the system and are replaced by workers with less experience who earn a lower salary.

Baseline - The baseline budget includes funding to continue current educational and support programs.

Beginning Balance - Unexpended funds from a prior fiscal year that may be used to finance expenditures during the current or upcoming fiscal year.

Blackboard - An online resource, also referred to as 24-7 Learning, that allows FCPS to extend learning beyond the traditional school day and beyond school facilities. It provides students with immediate access to their schools, their teachers, and the classes in which they are enrolled. *See 24-7 Learning.*

Bond - A written promise to pay a specified sum of money (called the principal) at a specified date in the future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.

Budget Reviews - Three times during the fiscal year (midyear, third quarter, and end of fiscal year) the current year budget is re-evaluated based on current projections. Recommendations are made for School Board approval of funding adjustments on an exception basis to the current year budget and for consideration of emergency items.

Building Modifications - Facility improvements to include safety items and handicapped access improvements, as well as, changes to existing facilities such as electrical updates, walls, or other functional improvements.

C

Capital Equipment - Fixed assets valued above \$5,000, such as automobiles, furniture, or instruments.

Capital Expenditures - Repair or maintenance of facilities and grounds, including boiler repair, air conditioning units, carpet replacement, and the resurfacing of roads, parking lots, and play areas.

Capital Improvement Program (CIP) - The CIP is used as a basis for determining the timing and size of proposed bond referenda to be placed before the voters of Fairfax County. The primary source of funding for school construction projects is the sale of bonds authorized by the voters in these referenda.

Capital Projects Fund - Used to account for financial resources to be used in the acquisition or construction of school sites and buildings and other major capital facilities.

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 reappropriated in the next fiscal year.

Categorical Aid - Funding targeted toward a specific student population or that fulfills a particular state or federal regulation.

Category A Special Education Programs - This includes Level 1 and Level 2 services for emotional disabilities and learning disabilities.

Category B Special Education Programs - This includes Level 1 and Level 2 services for autism, intellectual disabilities, physical disabilities, and noncategorical.

Glossary

Central Procurement Fund - This fund accounts for centrally procured orders for textbooks, supplies, and equipment. This is primarily a clearing account and does not increase the total budget of the school system.

College Success - Assists students in the academic preparation and skill development necessary for successful college admission and the completion of a college degree.

Community Use Funds - Funds collected from outside entities for use of FCPS' facilities during nonschool hours.

Construction Fund - The fund used to account for new schools, school additions, and other major capital improvements to school buildings.

Cost-of-Living Adjustment (COLA) - An annual adjustment in wages to offset a change (usually a loss) in purchasing power (also known as a market scale adjustment or MSA).

Cost per Pupil - The cost-per-pupil allocation provides an overall view of the cost of 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 students enrolled in the program determine the cost-per-pupil allocation.

Cost per Service - The cost per service is calculated to show the cost of providing a specific type of educational service to a student.

County General Fund Transfer - The primary source of funds for FCPS.

D

Division Plan - The school system's written commitment to the School Board's mission and priorities for FCPS. The plan includes School Board priorities, measures for evaluating the progress in meeting the priorities, and work plans for accomplishing the priorities. The Division Plan and progress reports are required by the State.

E

eCART - A source for curriculum, resources, and assessments through a single web-based point of entry via FCPS 24-7 Learning.

E-Rate - Federal program sponsored by the Federal Communications Commission (FCC) to provide discounts for telecommunication services.

Educational Employees' Supplementary Retirement System of Fairfax County (ERFC) - The fund used to account for employees' retirement activities.

English for Speakers of Other Languages (ESOL) - The ESOL program helps limited English proficient students learn literacy and content concepts in order to function successfully in the general education program.

Explicit Subsidy - The portion of the financial liability for Other Post-Employment Benefits resulting from the subsidy provided by FCPS to retirees and/or spouses who are age 55 or older and participate in an FCPS administered health insurance plan. The explicit subsidy ranges from \$15 to \$175 per month, based on years of service and the retirement plan under which the retiree is covered.

F

Fairfax County Board of Supervisors (BOS) - The governing body of Fairfax County is the Board of Supervisors. One supervisor is elected to represent each of nine magisterial voting districts. The chairperson is elected at large. Each district is roughly equal in population.

Fairfax County Employees' Retirement System (FCERS) - The Fairfax County Employees' Retirement System is a mandatory retirement program, required by county ordinance, for full-time maintenance, custodial, food service, and transportation employees and less-than-full-time educational administrative/support employees.

Fairfax Framework - Addresses content standards that identify what all students should know and be able to do when they graduate from a Fairfax County Public School. These standards are knowledge-based and designed to prepare students fully for life in the workplace of the 21st century.

Family and Early Childhood Education Program (FECEP) - FECEP is a local, state, and federal funded program administered by the County Office for Children but staffed by FCPS employees. This program includes Head Start and the Virginia Preschool Initiative.

Family Life Education (FLE) - Program for students that includes education on human sexuality and reproduction; alcohol, tobacco, and other drug prevention; abuse prevention; and HIV/AIDS prevention education.

Federal Aid - Federal aid is budgeted by the federal government for federal programs a year in advance of actual use by the localities.

Fiscal Year (FY) - A 12-month period used for accounting and reporting purposes and preparing financial statements in an organization. FCPS' financial year encompasses the 12 months beginning July 1 and ending the following June 30.

Flexibility Reserve - The School Board flexibility reserve is committed to meet unforeseen circumstances. Any unused portion is carried forward to the next fiscal year with School Board approval. The flexibility reserve is only reflected in the current year revised budget and is not included in the approved budget totals.

FOCUS - Fairfax County's Unified System, a joint initiative between Fairfax County Government and Fairfax County Public Schools that replaced major business systems including FAMIS (Finance), and CASPS (Procurement).

Food and Nutrition Services Fund - The self-supporting fund used to account for all activities of the school food and nutrition services program.

Foreign Language in the Elementary School (FLES) - FLES is an approach to language learning that allows students to develop basic communication skills in a language while reinforcing and enriching content in other disciplines. FLES instruction is proficiency-oriented. This means that there is a greater focus on meaningful and purposeful communication than on grammatical mastery. Students are encouraged first to understand and then to produce in the language. The target language is used by both teachers and students.

Foreign Language Immersion Program - Selected elementary and middle schools offer partial immersion programs in French, Spanish, Japanese, and German. Students acquire the foreign language while mastering the content curriculum.

Free and Reduced-Price Meals (FRM) - 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 Fairfax County School Board that every school-age child should have an adequate lunch.

Full-Day Mondays - Prior to school year 2014 - 2015 FCPS elementary schools had a half day schedule on Mondays. The School Board voted to lengthen the shortened Monday schedule for elementary schools to a full instructional day beginning in September 2014.

Glossary

Full-Time Equivalent (FTE) - Method of calculating hourly or part-time employees on a full-time position basis.

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 Balance Reserve - The School Board may establish fund balance reserves to address future requirements. Fund balance reserves represent funds available for appropriation by the School Board

Fund Statements - Financial statements that display revenue, expenditures, transfers in, transfers out, and changes in fund balance for each of the ten School Board funds.

G

General Education Program - The major educational programs that serve students in the core instructional areas, namely elementary, middle, and high school instruction.

Governmental Funds - FCPS Governmental Funds are comprised of Special Revenue Funds, Capital Projects Funds, and the School Operating Fund.

Grants and Self-Supporting Programs Fund - This fund accounts for federal grants, state grants, private grants, and summer school.

Grants Reserve - A grants reserve is maintained in the grants fund to provide appropriation authority funding for grant awards received between quarterly reviews.

H

Head Start - A federal grant that provides a comprehensive child development program to children ages three to five years old from income-eligible families living in Fairfax County.

Health and Flexible Benefits Fund - The fund used to account for the administration of all health and dental care costs for employees. In addition, the fund provides for the payment of eligible health and dependent care expenses for employees enrolled in the flexible spending account program.

High School Academies - A center within an existing high school that offers advanced technical and specialized courses that successfully integrate career and academic preparation. Each academy emphasizes instruction in one or more career fields: communications arts, engineering and scientific technology, health and human services, or international studies and business.

I

IMPACT II - A program of grants to teachers for innovative instructional ideas that is funded through the FCPS Education Foundation, Inc.

Implicit Subsidy - The Governmental Accounting Standards Board (GASB) defines implicit subsidy as the rate difference between the group premium rates for active employees only and the blended group premium rates for the entire universe of health plan participants consisting of both active and retired employees. This subsidy occurs because, on an actuarial basis, the current and future claims of the retiree participants are expected to result in higher per person costs to the insurance plans than will be the experience for active employees. The subsidy creates a financial liability for Other Post-Employment Benefits.

Individualized Education Program (IEP) - A written statement indicating the primary special education placement and related services a student with disabilities will receive. The IEP is developed mutually by the child's parents and by a team of FCPS specialists.

Individuals with Disabilities Education Act (IDEA) - Federal law that determines how states and local education agencies provide early intervention, special education, and related services to children with disabilities for all states and school districts that accept IDEA funding.

Insurance - The School Board provides insurance policies or self-insurance plans to cover specific liability risks of the Board, individual Board members, and employees. Certain coverages also are extended to volunteers, student teachers, and exchange teachers. School Board property is covered by an insurance policy with a large deductible.

Internal Service Funds - FCPS Internal Service Funds are comprised of the School Insurance Fund, the Health and Flexible Benefits Fund, and the Central Procurement Fund.

International Baccalaureate (IB) - The IB Program is an internationally recognized advanced academic program for grades 11 and 12. 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.

International Baccalaureate Middle Years Program (IBMYP) - The IBMYP consists of a five-year program designed for grades 6 through 10. Through schoolwide curricular focus on the five areas of interaction, the program promotes communication and vertical articulation within the pyramid of schools to increase student achievement and increase the number of juniors and seniors enrolled in the International Baccalaureate courses.

J

Joint Budget Development Committee (JBDC) - A committee of six representatives from the School Board and the County Board of Supervisors created to review budget factors for Fiscal Year 2016 and to provide guidance to both Boards on budget matters. The JBDC established mutual expectations and provided a forum for joint, multi-year budgeting and planning, with a focus on aligning County Government and School priorities for FY 2016. They provided recommendations and action plans to improve the budget process; identify opportunities for smart savings and smart services; improve financial management; and establish shared vision, priorities, and goals.

Junior Reserve Officers Training Corps (JROTC) - Program supported by the Navy, Army, Air Force, or Marines that provides a four-year, sequential program of instruction that emphasizes academic preparation, citizenship, leadership, character development, and the scope of the particular military branch. Currently seven schools offer this program, which is available to all students in grades 9 through 12 at their specific school sites and to students who want to take advantage of pupil placement to enroll in the program.

L

Language Immersion Program - Selected elementary and middle schools offer partial immersion programs in French, Spanish, Japanese, and German. Students acquire the foreign language while mastering the content curriculum.

Lapse - Lapse consists of savings from turnover and vacancy. Lapse is budgeted as a percentage of the compensation base and takes into account the prior year's lapse savings to more accurately reflect the actual current salaries of active employees each year when the budget is developed.

Leadership Team and Staff - Leadership Team and Staff are comprised of the Superintendent, Deputy Superintendent, all Assistant Superintendents, and the following staff members: Chief of Staff, Division Council, Executive Assistant and Clerk to the School Board, Executive Staff Assistant, and an Administrative Assistant.

Glossary

Level 1 Services - Level 1 services refer to the provision of special education and related services to children with disabilities for less than 50 percent of their instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis of special education services described in the Individualized Education Program, rather than the location of services.

Level 2 Services - Level 2 services refer to the provision of special education and related services to children with disabilities for 50 percent or more of the instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis of special education services described in the Individualized Education Program, rather than the location of services.

Local Composite Index (LCI) - The relative wealth index used by the State to equalize state aid to localities.

M

Market Scale Adjustment (MSA) - An annual adjustment in wages (also known as a cost-of-living adjustment or COLA) to offset a change (usually a loss) in purchasing power.

Modified Accrual Basis of Accounting - Revenues are recognized when they become measurable and available and expenditures are generally recognized when the liability is incurred.

Multiple Disabilities - Students with multiple disabilities are served through special education programs that meet the students' individual needs.

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. These requests support the development of new programs to meet identified School Board goals.

No Child Left Behind (NCLB) - A 2001 federal law designed to improve student achievement and change the culture of America's schools.

Noncapital Equipment - Equipment with a useful life greater than one year and an acquisition value equal to \$500 but less than \$5,000.

Nontraditional Programs - A variety of intervention and support programs for students at risk for expulsion for inappropriate behavior, students conditionally expelled, and students whose adjustment to traditional education interferes with successful participation in general education. *See also Alternative Programs.*

North TIER - The North TIER Partnership is a consortium of 15 school divisions in Northern Virginia and MHz NETWORKS. The Partnership is the recipient of a grant to provide professional development to teachers in the successful integration of technology into instruction.

O

Other Operating Expenditures - A category of recurring expenses other than salaries and capital equipment costs that covers expenditures necessary to maintain facilities, collect revenues, provide services, and otherwise carry out departmental goals. Typical line items in this category are printing, travel, vehicle maintenance, and self-insurance.

Operational Expectations - While the Mission and Student Achievement Goals are the major drivers of what happens in the school system, the Board also has concerns about how the system operates. These Operational Expectations express those concerns to the Superintendent and staff. Continuous monitoring by the Board will provide the means for judging whether compliance with the Operational Expectations has been achieved.

P

Portrait of a Graduate - The School Board adopted the FCPS *Portrait of a Graduate* during the 2014-15 school year as the center of the FCPS Long-Range Strategic Plan. It is an outline for what the FCPS community believes is important for graduates to know and be able to do when they leave FCPS. The *Portrait of a Graduate* focuses on academic content areas and the development of the skills that students will need when they enter the workforce. The four strategic goal areas are: student success, caring culture, premier workforce, and resource stewardship.

Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test(PSAT/NMSQT™)-The PSAT/NMSQT™ is a cosponsored program by the College Board and National Merit Scholarship Corporation. The PSAT/NMSQT™ assesses knowledge and skills developed through study in a wide range of courses, as well as, through experiences outside the classroom. Although the PSAT/NMSQT™ is not directly related to a specific high school curriculum, it is developed to reflect the kinds of academic experiences that teachers consider important. Schools administer the PSAT/NMSQT™ once a year in October.

Program Budget - A companion document to the Approved Budget, the Program Budget presents expenditure and revenue details by program. The Program Budget includes activities that occur in all Governmental Funds.

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. The proposed budget is the initial phase of the budget cycle.

R

Ratio Positions - Personnel positions established by applying each school's student population to staffing standards approved by the School Board

Region - Prior to FY 2015 FCPS was divided into eight clusters to provide necessary support for schools and the community within the cluster. Each cluster included three pyramids that consisted of high schools and their feeder schools. Alternative schools and centers were aligned geographically within their appropriate cluster. The eight clusters were realigned into five region offices on July 1, 2014.

Restricted Reserve - These funds are required for Incurred But Not Reported (IBNR) claims for workers' compensation and health as well as general liability.

Revised Budget - The Revised Budget is the most recently adjusted budget and includes changes made at the prior year Final Budget Review and the current year Midyear Budget Review. The Revised Budget is higher than the Proposed Budget because it includes the carryover of undelivered orders, school balance carryover, identified needs, and reserve funding.

S

Salary Lapse - Annual salary and benefit savings from position turnover and vacancy.

Glossary

SAT and SAT II - The SAT is a widely used college admission test. The SAT measures critical reading, writing, and mathematical reasoning abilities that students develop over time, both in and out of school, which are related to successful performance in college. The SAT II Subject Tests are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.

School Materials Reserve - Funding for unanticipated school requirements is budgeted in two accounts. The Department of Special Services and cluster offices have a formula-driven reserve based on the total amount budgeted in textbooks and supplies for the schools and centers in each cluster. A second reserve account is included in central management and is used primarily for school needs that arise due to student membership adjustments.

School Operating Fund - This fund provides for the day-to-day operations and maintenance of the schools and is funded primarily by county and state funds.

School Other Post-Employment Benefits Trust Fund - This fund was established to implement the Governmental Accounting Standards Board (GASB) Statement No. 45. This standard addresses how the school system should account for and report costs related to post-employment health care and other non-pension benefits.

School Age Child Care (SACC) - Sponsored by Fairfax County government's Office for Children, SACC provides school-based day care facilities for elementary school children before and after school.

Special Education Programs - Services provided for eligible students in preschool through grade 12 countywide. Specific programs include autism, deaf/hard-of-hearing, emotional disabilities, learning disabilities, moderately retarded and severe disabilities, physical and occupational therapy, physical disabilities, speech and language, and visual impairment.

Special Revenue Funds - FCPS Special Revenue Funds are comprised of the Food and Nutrition Services Fund, Grants and Self-Supporting Programs Fund, and Adult and Community Education Fund.

Staffing Reserve - Each year the budget includes teacher and instructional assistant positions and related funding amounts as a contingency for staffing requirements that exceed existing allocations and are identified after the budget is finalized. This requirement fluctuates over the years.

Staffing Standards - Per-student ratios used to allocate teachers, administrators, and other instructional staff to schools and centers.

Standard Allocations - Per-student ratios used to allocate textbooks, supplies, and other materials funds to schools.

Standards of Learning (SOL) - Objectives that are designated by the Virginia Board of Education as the student outcomes that are to result from the programs in the school. These standards are designated for all K-12 students.

Standards of Quality (SOQ) - 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.

State School Efficiency Review - In FY 2014, FCPS participated in the Virginia Department of Education's Efficiency Review Program. The goal of an efficiency review is to ensure that non-instructional functions are running efficiently so that as much of this funding as possible goes directly into the classroom. The review identifies savings that can be gained in the school division through best practices in divisional administration, human resources, finance, purchasing, educational service delivery costs, special education, facilities, transportation, technology, management, and food service.

Step - A step increase is a merit increase employees receive each year based upon qualifications and experience/length of service. On FCPS' teacher salary scale, the experience factor is listed in the rows (shown by step) and the educational qualification is in columns. Together, the columns and rows constitute the "salary scale." In the columns, teachers earn different salaries depending on the degree held: bachelor's, master's, or doctorate with intermediate columns, such as "masters + 30," which denotes a master's degree plus thirty credit hours of additional graduate work. In the rows, teachers earn a higher salary for each year of teaching experience.

Strategic Plan - The School Board approved a new long-term Strategic Plan, *Ignite*, on July 9, 2015. The Strategic Plan provides a framework for decision making that builds upon a common mission, vision, and guiding principles held by the community.

Strategic Reserve - This reserve is budgeted in the Superintendent's Office and used to support the student achievement goals and the School Board's strategic governance initiative.

Student Information System (SIS) - SIS is FCPS' student information system that supports all aspects of a student's educational experience and includes demographic data and information related to scheduling, attendance, discipline, health, grades, test results, and academic programs.

Student Registration Services - Registration services are offered to foreign students, language-minority students, exchange students, and tuition-paying students. Student registration also provides information to newcomers regarding FCPS procedures, requirements, and programs.

T

Technology Plan - The Technology Plan receives funding each year to support new initiatives or to provide continued funding for multiyear projects. Requests for technology funding are submitted to the Strategic Technology Planning Council (STPC) for review. The STPC presents recommendations to the Leadership Team and after discussion a technology plan is developed and submitted to the School Board for approval.

Therapy Services - Physical and occupational therapy services for special education students with physical and sensory disabilities who require additional support to benefit from their academic programs.

Title I - 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. FCPS uses Title I funding for assistance in language arts and math for low-achieving elementary students.

Title II A - Increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance.

Title II D - Improves student academic achievement through the use of technology in elementary and secondary schools. It is also designed 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 - Provides language instruction assistance for limited English proficient and immigrant students so they may meet the State Standards of Learning required of all students.

Title IV - Supports programs to prevent violence in and around schools; prevents the illegal use of alcohol, drugs, and tobacco by young people; and fosters a safe and drug-free learning environment that supports academic achievement.

Total School Approach - A comprehensive planning model that provides structure, clarity, standards, and support for school committees that design, implement, monitor, and evaluate the total school plan. Funds are provided to schools in the form of grants.

Glossary

Trust Funds - FCPS Trust Funds are comprised of the Educational Employees' Supplementary Retirement System of Fairfax County Fund and the School Other Post-Employment Benefits Trust Fund.

Turnover - Rate at which an employer gains and loses employees.

V

Vacancy - Savings generated in the employee compensation accounts due to positions being unfilled for some period of time.

Vehicle Services (DVS) - The Fairfax County Department of Vehicle Services (formerly EMTA) is the county agency responsible for maintaining all FCPS bus and nonbus vehicles. FCPS pays for these services via interfund transfers.

Virginia High School League (VHSL) - A nonprofit organization composed of public high schools in the Commonwealth of Virginia. The league is a service organization whose purpose is to build better citizens through interscholastic activities such as athletics, drama, debate, forensics, and publications for students throughout Virginia.

Virginia Preschool Initiative (VPI) - A State grant that extends classroom time for children ages three to five years old who participate in the FECEP program.

Virginia Retirement System Reserve - In FY 2011, the General Assembly adopted a lower Virginia Retirement System (VRS) employer contribution rate and deferred employer contributions. Local jurisdictions are required to repay the deferred amounts with interest over a ten-year period beginning in FY 2013. The School Board committed a reserve to address future VRS requirements and it was exhausted during FY 2014.

W

Washington Area Boards of Education (WABE) Guide - An annual statistical report comparing area school districts' salaries, budget, cost per pupil, and class sizes.

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