

Draft

Date: May 4, 2010

For ACTION

For INFORMATION

Board Agenda: Yes
No

FROM: Jean Sina, Chief Financial Officer

THRU: Margaret Barkley Byess, Deputy Superintendent
Planning and Support Operations

TO: Morton Sherman, Ed.D., Superintendent of Schools

COPY: The Honorable Yvonne Folkerts, Chair, and Members of the Alexandria City School Board

Executive Staff

TOPIC: Motion to Adopt the FY 2011 Final Combined Funds and Capital Improvement Program (CIP) Budgets

BACKGROUND: The School Board is required to approve the FY 2011 final ACPS budget, which incorporates adjustments since the approved budget was adopted on March 4, 2010. These adjustments were reviewed at the May 6, 2010 work session and follow discussions with ACPS and City staff, the Superintendent, the School Board, and the City Council.

As part of the budget process each year, the Superintendent and staff review major trends in revenues and expenditures before presenting the final budget adjustments. This thorough review includes but is not limited to the latest compensation data, benefits analysis, and ongoing program and contract analysis for cost savings. As a result of this analysis, expenditure reductions have been identified for lapse, custodial services, building energy use, workers' compensation, and general liability insurance. In addition, benefit rates have been lowered providing savings for the VRS retirement plan, the retiree health care credit (RHCC) and the group life insurance (GLI).

These expenditure reductions are incorporated in the final adjustments to the FY 2011 budget presented here and outlined in attachments 1 and 2. (Note: Adjustments to enrollment and health benefits have been narrated in separate memoranda.) They are offset by reductions in revenues and additional costs of student enrollment. There is a budgeted fund balance of \$4.9 million to be used to help offset future VRS rate increases.

The total operating fund net adjustments slightly increase the projected revenues by \$11,237 from \$201,137,753 to \$201,148,990 mainly through the use of savings from the FY 2010 VRS fourth-quarter holiday offset by a decrease in state and other local revenues. The total estimated expenditures are projected to decrease by \$4,912,276 from \$201,137,753 to

\$196,225,477 due mainly to savings from lower benefit rates. The total operating fund FTEs increase by 36.42 from 1913.93 to 1950.35. This increase is directly related to the revised enrollment figures (10.20 FTE), secondary transformation (13.00 FTE), and school support and efficiency adjustments (13.22 FTE primarily reinstatement of custodians and vehicle maintenance positions). The detail related to these adjustments can be found in attachments 1 and 2 presented below.

The FY 2011 total operating fund final budget shows a net increase in revenues of 1.8% compared to the FY 2010 Final budget, and a net decrease in expenditures of 0.7% compared to the FY 2010 Final budget. Total FTEs after adjustments show an increase of 1.8% compared to the FY 2010 Final budget.

RECOMMENDATION: Adopt the FY 2011 Final Combined Funds and CIP budgets.

IMPACT: Establishes expenditure levels for operating, school nutrition, and grant funds and authority to implement CIP projects for FY 2011.

CONTACT PERSON: Jean Sina

Attachments:

1. Motion to Adopt the FY 2011 Final Combined Funds and CIP budgets
2. Adjustments to the FY 2011 Proposed Operating Budget
3. Combined Fund Statements (will be available later)
4. FY 2011-2016 Capital Improvement Program (CIP) Budget (will be available later)

Motion to Adopt the FY 2011 Final Combined Funds and CIP Budgets

Madam Chairman, I move that we amend the School Board's FY 2011 Final Combined Funds and CIP Budgets as follows:

Operating Fund:

1. Increase revenue by \$11,237 from \$201,137,753 to \$201,148,990 through the following actions:
 - a. Reduce state revenue by \$624,513 due to lower VRS rates as enacted by the state and by \$64,771 for other state revenue.
 - b. Decrease local revenue by \$299,479 due to revised estimate of the building rental and custodial fees
 - c. Increase beginning fund balance by \$1,000,000 due to savings generated from the FY 2010 fourth-quarter VRS Holiday.

2. Decrease by \$4,912,276 from \$201,137,753 to \$196,225,477 through the following actions:
 - a. Enrollment-driven staffing: Add \$816,242 and 10.20 FTE's for homeroom, ELL, math and social studies teachers. Realign existing secondary teaching positions. Fund an hourly position to coordinate the modified open enrollment process and other pupil placements.
 - b. Secondary transformation: Add \$1,000,000 and 13.0 FTE's (final FTE's to be determined) to support the secondary transformation, grades 6-12
 - c. School support: Decrease \$14,272 and add 1.5 FTE's as shown in attachment 2
 - d. Efficiency improvements and trend analyses: Decrease \$449,903 and add 11.72 FTE's as shown in attachment 2
 - e. Reduce VRS retirement expenditures by \$4,923,513 due to the change in the VRS retirement plan rates
 - f. Reduce benefit rates for Retiree Health Care Credit by \$454,593 and Group Life Insurance by \$886,237

3. Set-aside \$4,923,513 from VRS retirement plan savings as designated fund balance to cover future VRS rate increases. This set-aside is part of ACPS' financial plan to meet the following challenges:
 - a. The ARRA "funding cliff" in FY 2012
 - b. Several more years of slow revenue growth and significant budget gaps
 - c. Continued enrollment growth forecasted through FY 2016
 - d. Rising health care costs
 - e. Maintenance of competitive salary levels and provision of step/merit increases

4. Allocate \$1.0 million of the estimated \$2.0 million in savings from the FY 2010 fourth-quarter VRS holiday to help fund the secondary transformation, grades 6-12. The remaining \$1.0 million flow to FY 2013 beginning fund balance.

The changes outlined above bring the School Board's FY 2011 final operating budget total to \$201,148,990 for revenues and \$196,225,477 for expenditures including 1,950.35 FTE's and the requested City appropriation of \$167,886,567.

School Nutrition Fund:

The School Nutrition Fund is amended as follows:

1. Local funds are decreased by \$62,439 due to lower collections from student meals in response to increasing “free and reduced price lunch eligibility”
2. Expenditures are decreased by \$62,439 due to benefits savings.

The changes outlined above bring the FY 2011 final school nutrition fund budget total from \$6,285,834 to \$6,223,396.

Grants and Special Projects Fund:

Local, state, and federal funds with restricted purposes are budgeted in the Grants and Special Projects Fund. Most of these funds are used to supplement, not supplant, the operating fund and the exact allocations are usually not known until the fall of the fiscal year. Adjustments are made during the year based on actual awards received.

The Grant and Special Projects Fund is amended as follows:

1. Increase total revenues by \$796,158 based on the ARRA Title II-D competitive technology grant awarded in January 2010 and increase total expenditures accordingly
2. Decrease projected benefit expenditure by \$372,602 due to lower VRS rates and increase non-personnel expenditure by the same amount as required by the grantors.

The changes outlined above bring the FY 2011 final budget total from \$14,364,488 to \$15,160,646 for revenues and from \$13,700,475 to \$14,496,633 for expenditures.

Capital Improvement Program (CIP):

As outlined in Attachment 4, The Capital Improvement Program budget is amended as follows:

1. Decrease FY 2012 expenditures by \$2,100,000 that was double-counted by the City and should not have been included in ACPS CIP budget. The budget for all the other years remains unchanged. There is no impact to ACPS projects.
2. Decrease the FY 2011– FY 2020 cumulative total budget by \$2,100,000 from \$109,487,724 to \$107,387,724.
3. The changes outlined above keeps the FY 2011 final budget at \$14,715,108.

The Superintendent is granted the authority to make the necessary minor changes to comply with the intent of the School Board.

FY 2011 Operating Budget Final Budget Adjustments (pending School Board approval)		
	Amount	FTE
FY 2011 Approved Operating Revenue (adopted on March 4, 2010)	\$ 201,137,753	
<u>Beginning Balance Adjustment</u>		
1 Use \$1.0m of the FY10 VRS 4Q holiday savings to support secondary transformation	1,000,000	
FY 2011 Final Operating Revenue (before other revenue adjustments)	202,137,753	
<u>Other Revenue Adjustments</u>		
2 Change in State VRS Related Revenue	(624,513)	
3 Net Change in Other State Revenue	(64,771)	
4 Net Change in Local Revenue	(299,479)	
5 Subtotal: Other Revenue Adjustments	(988,763)	
Total Net Revenue Adjustments	11,237	
FY 2011 Final Operating Revenue (pending Board approval)	\$ 201,148,990	
FY 2011 Approved Operating Expenditures (adopted on March 4, 2010)	\$ 201,137,753	1,913.93
<u>Secondary Transformation (Grades 6 - 12)</u>		
Additional counselors, math teachers, and English teachers (FTE noted serves only as a placeholder and is pending final review of secondary students' needs and realignment of existing resources)	1,000,000	13.00
FY2011 Final Operating Expenditures (before other expenditure adjustments)	202,137,753	1,926.93
<u>Other Expenditure Adjustments</u>		
<u>Enrollment-Driven Staffing</u>		
7 Elementary: add 2.0 FTE for homeroom teachers	150,518	2.00
8 ELL: add 6.2 FTE for elementary and secondary teachers	466,606	6.20
9 Alternative Education: add 2.0 FTEs for teachers (e.g., at Stonewall Jackson site)	150,518	2.00
10 Realignment of existing secondary teaching positions - pending final course enrollment	-	(10.00)
11 Realignment of existing secondary teaching positions - pending final course enrollment	-	10.00
12 MOE: add hourly employee to coordinate MOE process and all other pupil placements	48,600	-
13 Subtotal: Enrollment-Driven Staffing	816,242	10.20
<u>School Support Adjustments</u>		
14 Add +1.0 FTE IB/MYP coordinator	75,259	1.00
15 Add +1.0 FTE to provide department-wide financial and administrative support for instructional programs	-	1.00
16 Convert CTE/adult education position to a 12-month contract	19,556	-
17 Add 0.5 FTE Library/ Media curriculum support	42,972	0.50
18 Increase assistant principal and administrative intern work periods to 235 days through payment of per diem days.	87,494	-
19 ESY Intersession: add stipend funding for 2.0 paraprofessionals	6,000	-
20 Remove 1.0 FTE reserve teacher	(75,259)	(1.00)
21 Reduce placeholder for administrator pay for performance salary adjustments. Pay for performance model still under discussion and will be brought back to the Board in June.	(87,494)	-
22 Reduction in long-term leave	(82,800)	-
23 Subtotal: School Support Adjustments	(14,272)	1.50

FY 2011 Operating Budget Final Budget Adjustments (pending School Board approval)		
	Amount	FTE
Changes from Efficiency Improvements and Trend Analyses		
24 Reinstatement mechanics and parts supervisor (garage)	-	7.00
25 Reinstatement custodial contract days to 7.5 hours	253,939	6.48
26 HR and FSD reorganization: add 1.0 FTE for internal audit function, add 1.0 FTE for customer/ employee service function	169,909	2.00
27 SSC custodial services contract	145,000	-
28 Reduce vacant custodial FTEs	(180,480)	(3.76)
29 Facilities energy savings from the work with EEI contract for a 10% reduction in costs	(291,232)	-
30 Reduction in worker's compensation	(155,160)	-
31 Reduction in general liability insurance	(14,749)	-
32 Additional lapse savings (based on compensation as of March 31)	(377,130)	-
33 Subtotal: Efficiency Improvements	(449,903)	11.72
Benefit Rate Changes		
34 Reduce VRS Retirement Plan rate (13.49% to 8.93% for professional group)	(4,923,513)	-
35 Reduce Health Care Credit rate from 1.01% to 0.60%	(454,593)	-
36 Reduce Group Life rate from 1.02% to 0.28%	(886,237)	-
37 Subtotal: VRS Benefit Rate Changes	(6,264,343)	-
Total Expenditure Adjustments		
	(4,912,276)	36.42
FY2011 Final Operating Expenditure Budget (pending Board approval)	\$ 196,225,477	1,950.35
Set-aside Items		
38 Reserve FY11 VRS retirement savings to fund future rate increases	\$ 4,923,513	
FY 2011 Total Revenues, Less Expenditures and VRS Retirement Reserve		
	0	
	FY 2010 Final Revenue	\$ 197,546,081
	\$ Change in Revenue	3,602,909
	% Change in Revenue	1.8%
	FY 2010 Final Expenditures	\$ 197,546,081 1,916.66
	\$ Change in Expenditures	(1,320,604) 33.69
	% Change in Expenditures	-0.7% 1.8%

Date: May 4, 2010

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THRU: Margaret Barkley Byess, Deputy Superintendent
Planning and Support Operations

TO: Morton Sherman, Ed.D., Superintendent of Schools

COPY: The Honorable Yvonne Folkerts, Chair, and Members of the Alexandria City School Board

Executive Staff

TOPIC: **FY 2011 Final Enrollment Projections**

BACKGROUND: In preparation for the FY 2011 Final budget adoption and the May 6, 2010 budget work session, a summary of the updated enrollment projections for FY 2011-2016 is being provided.

The final enrollment projections for school year 2010 – 2011 have decreased by 12 students to 11,990 compared to the projections used for the FY 2011 proposed budget. Elementary student (K – 5) projections increased by 47 students to 6, 572 while secondary student projections (grades 6 – 12) decreased by a total of 31 students to 5,207. Preschool and special placement student projections decreased by a total of 29 students. Table 1 and Table 2 show changes by individual grade level and by summary grade level reflecting the shift in ACPS enrollment since September 30, 2009.

Table 1

Grade Level	FY 2011 Proposed	FY 2011 Final (w MOE)	Change, Final to Proposed
PK	119	122	3
K	1,298	1,298	-
1	1,205	1,237	32
2	1,139	1,140	1
3	1,063	1,066	3
4	970	977	7
5	850	854	4
6	755	744	(11)
7	738	749	11
8	765	746	(19)
9	727	734	7
10	737	766	29
11	806	814	8
12	710	654	(56)
Special Placements	120	89	(31)
Grand Total	12,002	11,990	(12)

Table 2

Summary Grade Level	FY 2011 Proposed	FY 2011 Final (w MOE)	Change, Final to Proposed
Preschool (PK)	119	122	3
Elementary (K-5)	6,525	6,572	47
Middle (6-8)	2,258	2,239	(19)
High (9-12)	2,980	2,968	(12)
Special Placements	120	89	(31)
Grand Total	12,002	11,990	(12)

The attachments provide historical enrollment trends and projections through FY 2016 as well as enrollment by school and grade level. Key points are noted below.

Attachment 1: ACPS Total Enrollment Trends: Enrollment is expected to grow at an average annual rate of 3% per year over the next five years, reaching a total of 13,872 students in FY 2016. From FY 2010, this growth represents an additional 2,248 students. The projections are based on the four-year average cohort survival rate.

Attachment 2: ACPS Enrollment Percent Change FY 2005 – FY 2011: Since FY 2005, enrollment changes among elementary, middle, and high school have been directionally consistent; however, for FY 2011, there is a slight decline in enrollment for middle school while elementary and high school populations are expected to modestly rise.

Attachment 3: ACPS Enrollment by School FY 2011 Final Projections: The projections assume class size ratio caps of 20 for kindergarten, 22 for grades 1 – 2, and 24 for grades 3 – 5 based on the modified open enrollment methodology (MOE). In addition to MOE ratio caps, the assumptions used for the FY 2011 elementary enrollment projections were:

- The implementation of the K-8 program at Jefferson Houston continues with 7th grade added in FY 2011 and 8th grade in FY 2012
- Students are assigned to the nearest available school with grade-level capacity, per MOE regulations
- School size is held to under 750 students for where possible. No transfers in are allowed if enrollment is above 700. Holding school size to fewer students would require additional capacity at the smaller schools

Attachment 4: ACPS Enrollment by Grade FY 2011 Final Projections: The growth of division enrollment that began with larger kindergarten classes can be seen rising through the grade levels, with sixth grade classes reaching over 1,000 students in FY 2016. This will be the largest sixth grade class in at least 40 years. Historical data from 1976 to 2009 indicate the largest sixth grade class in that period was 988 students.

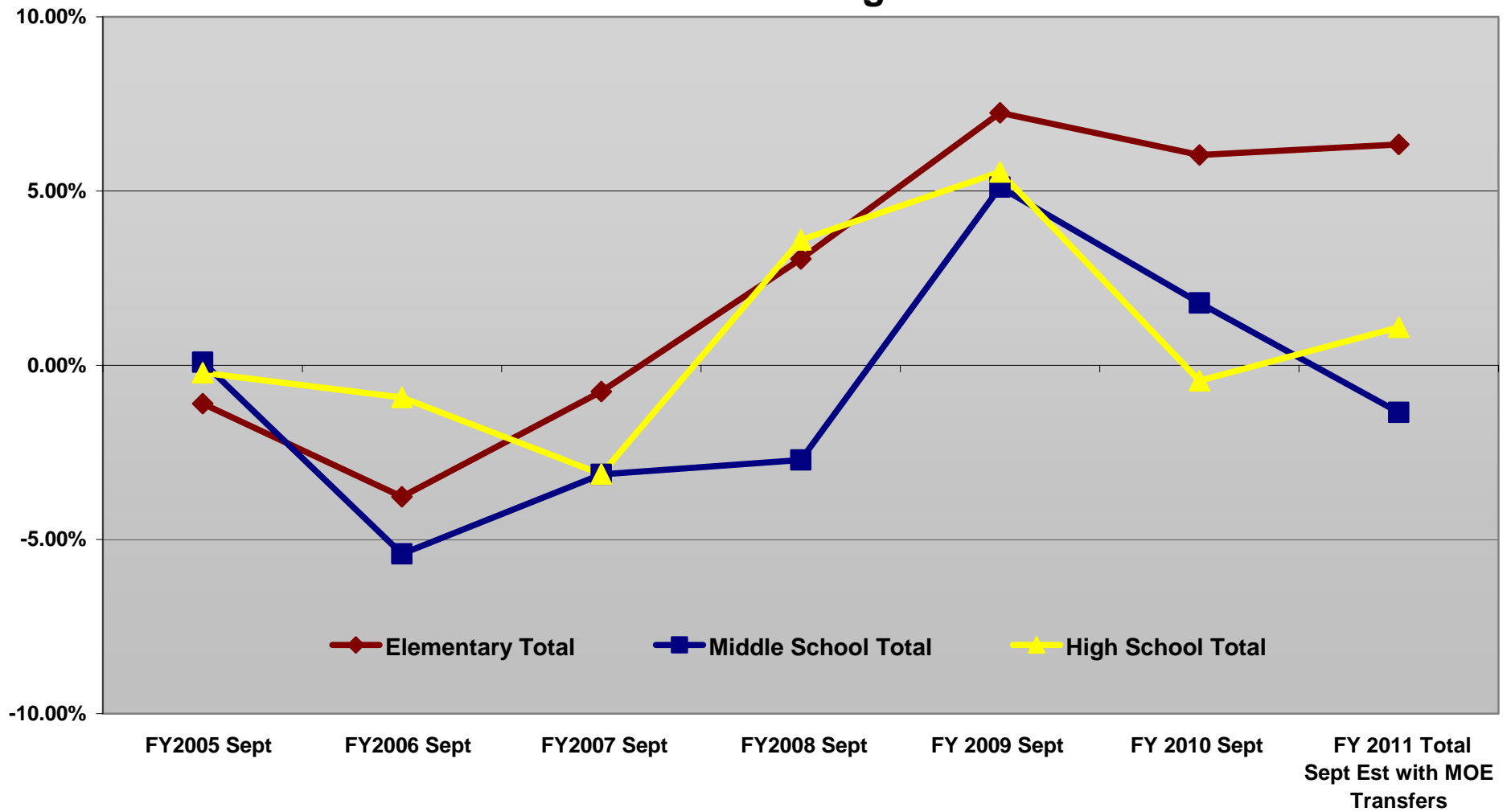
IMPACT: Though total enrollment slightly declined from the projections used for the proposed budget, elementary enrollment has increased and directly impacts formula-driven staffing resulting in a net +2.0 FTE for elementary homeroom teachers. This increase will be captured as a final budget adjustment.

CONTACT PERSON: Jean Sina

ACPS Enrollment Trends: Actual and Projected



ACPS Enrollment Percent Change FY 2005 - FY 2011



ACPS Enrollment By School FY 2011 Final Enrollment Projections

Region	School Name	FY2007 Sept	FY2008 Sept	FY 2009 Sept	FY 2010 Sept	FY 2011 Sept Est with MOE	FY 2012 Sept Est with MOE	FY 2013 Sept Est with MOE	FY 2014 Sept Est with MOE	FY 2015 Sept Est with MOE	FY 2016 Sept Est with MOE	3 YR CAGR Annual Growth* FY07 to FY10	3 YR CAGR Annual Growth* FY10 to FY13	6 YR CAGR Annual Growth* FY10 to FY16
Elementary	Charles Barrett	224	258	265	289	316	344	377	403	443	443	8.9%	9.3%	7.4%
	Cora Kelly	446	435	433	391	380	359	386	401	399	458	-4.3%	-0.4%	2.7%
	Douglas MacArthur	547	579	604	614	642	669	666	674	661	661	3.9%	2.7%	1.2%
	George Mason	357	371	398	409	425	429	429	436	436	441	4.6%	1.6%	1.3%
	James K. Polk	409	442	504	535	572	624	667	691	692	700	9.4%	7.6%	4.6%
	Jefferson Houston	349	295	250	301	353	390	419	436	504	541	-4.8%	11.7%	10.3%
	John Adams	607	600	659	686	748	763	795	811	787	779	4.2%	5.0%	2.1%
	Lyles-Crouch	292	308	345	364	376	384	391	391	389	390	7.6%	2.4%	1.2%
	Matthew Maury	160	214	267	314	373	404	409	416	423	412	25.2%	9.2%	4.6%
	Mount Vernon	483	512	563	638	675	724	734	760	803	823	9.7%	4.8%	4.3%
	Patrick Henry	388	383	403	425	460	550	606	675	734	769	3.1%	12.6%	10.4%
Samuel Tucker	585	609	657	703	702	696	713	715	695	714	6.3%	0.5%	0.3%	
William Ramsay	564	570	632	672	721	750	751	761	782	772	6.0%	3.8%	2.3%	
Elementary Total		5,411	5,576	5,980	6,341	6,743	7,086	7,343	7,570	7,748	7,903	5.4%	5.0%	3.7%
Middle School	Francis Hammond MS	1,136	1,117	1,241	1,255	1,243	1,230	1,293	1,398	1,542	1,638	3.4%	1.0%	4.5%
	George Washington MS	997	958	940	965	947	952	1,002	1,088	1,148	1,190	-1.1%	1.3%	3.6%
Middle School Total		2,133	2,075	2,181	2,220	2,190	2,182	2,295	2,486	2,690	2,828	1.3%	1.1%	4.1%
High School	Minnie Howard Center	686	720	734	685	679	698	694	675	710	795	0.0%	0.4%	2.5%
	TC Williams HS	2,011	2,074	2,215	2,251	2,289	2,277	2,251	2,260	2,256	2,277	3.8%	0.0%	0.2%
High School Total		2,697	2,794	2,949	2,936	2,968	2,975	2,945	2,935	2,966	3,072	2.9%	0.1%	0.8%
Special Placements	Special Placements	91	112	115	126	89	85	81	77	73	69	11.5%	-13.7%	-9.5%
Special Placements Total		91	112	115	126	89	85	81	77	73	69	11.5%	-13.7%	-9.5%
Grand Total		10,332	10,557	11,225	11,623	11,990	12,328	12,664	13,068	13,477	13,872	4.0%	2.9%	3.0%

* The annual growth rates shown represent the compounded, or 'smoothed' annual percent change in enrollment by school for the period specified.

ACPS Enrollment By Grade FY 2011 Final Enrollment Projections

Grade	FY2007 Sept	FY2008 Sept	FY 2009 Sept	FY 2010 Sept	FY 2011 Sept Est with MOE	FY 2012 Sept Est with MOE	FY 2013 Sept Est with MOE	FY 2014 Sept Est with MOE	FY 2015 Sept Est with MOE	FY 2016 Sept Est with MOE	3 YR CAGR Annual Growth* FY07 to FY10	3 YR CAGR Annual Growth* FY10 to FY13	6 YR CAGR Annual Growth* FY10 to FY16
PK	188	155	124	116	122	124	126	128	130	132	-14.9%	2.8%	2.2%
K	1,038	1,057	1,179	1,236	1,298	1,291	1,336	1,372	1,378	1,398	6.0%	2.6%	2.1%
1	945	1,036	1,111	1,184	1,237	1,300	1,293	1,338	1,374	1,380	7.8%	3.0%	2.6%
2	861	886	1,023	1,093	1,140	1,189	1,250	1,242	1,287	1,318	8.3%	4.6%	3.2%
3	873	826	889	999	1,066	1,112	1,159	1,220	1,210	1,250	4.6%	5.1%	3.8%
4	776	836	820	879	977	1,045	1,091	1,139	1,201	1,192	4.2%	7.5%	5.2%
5	730	780	834	809	854	953	1,018	1,063	1,107	1,167	3.5%	8.0%	6.3%
6	705	706	766	767	744	784	878	937	985	1,021	2.8%	4.6%	4.9%
7	709	686	709	753	749	728	766	858	917	965	2.0%	0.6%	4.2%
8	719	683	706	725	746	742	721	759	849	908	0.3%	-0.2%	3.8%
9	698	731	751	741	734	755	751	730	768	860	2.0%	0.4%	2.5%
10	720	720	786	813	766	758	780	776	754	794	4.1%	-1.4%	-0.4%
11	691	742	756	766	814	767	759	781	777	755	3.5%	-0.3%	-0.2%
12	588	601	656	616	654	695	655	648	667	663	1.6%	2.1%	1.2%
Special Placements	91	112	115	126	89	85	81	77	73	69	11.5%	-13.7%	-9.5%
Grand Total	10,332	10,557	11,225	11,623	11,990	12,328	12,664	13,068	13,477	13,872	4.0%	2.9%	3.0%

* The annual growth rates shown represent the compounded, or 'smoothed' annual percent change in enrollment by grade for the period specified.

Date: May 4, 2010

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Board Agenda: Yes _____
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FROM: Jean Sina, Chief Financial Officer

THRU: Margaret Barkley Byess, Deputy Superintendent
Planning and Support Operations

TO: Morton Sherman, Ed.D., Superintendent of Schools

COPY: The Honorable Yvonne Folkerts, Chair, and Members of the Alexandria City School Board
Executive Staff

TOPIC: **FY 2011 Final Health and Dental Benefits**

BACKGROUND: The FY 2011 Approved combined funds budget adopted on March 4, 2010 included \$14.1 million for health and dental benefits for school division employees and retirees. This amount assumed a 13 percent increase in monthly premiums for United Health Care and 3 percent for Kaiser Permanente above FY10 rates across all coverage types. In addition, CareFirst dental premiums were projected to increase by 7 percent based on growth trends.

Also embedded in the approved health benefits budget is the School Board's contribution of \$265 per month for participating retirees as well as a new cost-sharing structure which lowers the Board's contribution of healthcare coverage for all administrators and most other employees while increasing the Board's contribution for many teachers and support personnel on HMO plans. As with healthcare, dental benefit contributions were also streamlined to support a more equitable cost subsidy structure.

In recent weeks, staff has received and reviewed renewal premium quotes from all service providers and recommends adjusting the FY 2011 final health and dental premiums accordingly. The table below compares the proposed premium growth rates included in the proposed budget with the final rate increases as recommended by each service provider.

Premium Rate Change Assumptions

Company	Estimated Premium Growth FY11 Proposed	Estimated Premium Growth FY11 Final
Kaiser Permanente	3%	5%
United Health Care	13%	13%
CareFirst BCBS	7%	0%

As shown below, after accounting for these changes, there is a marginal net savings of \$667 in the combined funds budgets. This occurs because the cost associated with the increase in Kaiser's premiums is entirely offset by the savings generated from the decrease in dental premiums. Since health and dental expenditures are tracked separately, the FY2011 health and dental budgets will be adjusted accordingly.

ACPS FY 2011 Final Budget Health and Dental Premiums and Combined Budget Impact

Company	Type	Plan Type	FY10 Current Total Monthly Premiums	FY11 Proposed Total Monthly Premium	FY11 Final Total Monthly Premium	Total Monthly Variance	Projected Participant Count
United Health Care	HMO	Individual	\$ 503.57	\$ 569.03	\$ 569.03	\$ -	420
		Two Party	\$ 967.13	\$ 1,092.86	\$ 1,092.86	\$ -	193
		Family	\$ 1,343.70	\$ 1,518.38	\$ 1,518.38	\$ -	191
	POS	Individual	\$ 563.97	\$ 637.29	\$ 637.29	\$ -	322
		Two Party	\$ 1,083.12	\$ 1,223.93	\$ 1,223.93	\$ -	127
		Family	\$ 1,504.87	\$ 1,700.50	\$ 1,700.50	\$ -	88
Annual Budget Impact*		\$ -	Total UHC Participants				1,342
Kaiser Permanente	HMO	Individual	\$ 362.58	\$ 373.46	\$ 380.71	\$ 7.25	184
		Two Party	\$ 695.31	\$ 716.17	\$ 730.08	\$ 13.91	69
		Family	\$ 965.68	\$ 994.65	\$ 1,013.96	\$ 19.31	66
	POS	Individual	\$ 459.42	\$ 473.20	\$ 482.39	\$ 9.19	29
		Two Party	\$ 881.03	\$ 907.46	\$ 925.08	\$ 17.62	5
		Family	\$ 1,223.63	\$ 1,260.34	\$ 1,284.81	\$ 24.47	2
Annual Budget Impact*		\$ 38,097	Total Kaiser Participants				355
CareFirst BCBS	Dental	Individual	\$ 26.37	\$ 28.22	\$ 26.37	\$ (1.85)	1,097
		Two Party	\$ 42.98	\$ 45.99	\$ 42.98	\$ (3.01)	412
		Family	\$ 69.16	\$ 74.00	\$ 69.16	\$ (4.84)	352
Annual Budget Impact*		\$ (38,764)	Total CareFirst Participants				1,861
Net Annual Budget Impact		\$ (667)					

*The budget impact is derived by annualizing the total cost or savings associated with the change in premiums using the number of participants and the employer's share for all funding sources (operating, grants, and school nutrition).

FY 2011 Combined Funds Budget Impact

	Annual Dental Savings Impact	Annual Health Cost Impact	Net Annual Budget Impact
Operating	(35,814)	32,714	(3,100)
Grants	(1,689)	2,551	862
SNF	(1,261)	2,832	1,571
Total	(38,764)	38,097	(667)

CONTACT PERSON: Jean Sina

Inclusion Work Plan for Alexandria City Public Schools 2009-2012

Introduction

ACPS believes that each and every student will succeed – academically, emotionally, physically, and socially. Inclusive schools provide the conditions and resources to ensure the success of all students. The goal of ACPS is to ensure that all schools are inclusive learning communities.

The following characteristics are evident in inclusive schools:

- each and every student feels part of a community of learners
- staff understand that every student is unique and therefore, learns differently
- staff understand that all children — students with and without disabilities, English language learners, and those with special talents—learn better if teaching is tailored to their abilities and interests
- collaboration with families is valued
- everyone holds high expectations for student success
- continuous improvement is an ongoing commitment

Inclusion Objectives

By the end of the 2011-2012 school year:

- 65% of students with disabilities will be in regular education classes more than 80% of the day.
- 1% of students with disabilities will be served in programs outside of ACPS.

Three-Year Plan Goals

By the end of the 2011-2012 school year, the following will be evident throughout ACPS:

- a culture of inclusion and inclusive practices throughout each school
- staff collaboration to support all students
- annual training in inclusive practices and co-teaching for new staff

	Action	Time Frame	Person(s) Responsible	Resources	Status
Needs Assessment	Review achievement data for students with disabilities.	Fall 2009	Executive Director of Student Services, Director of Special Education		Review has been completed.
	Complete survey of instructional staff to determine professional learning needs regarding inclusion through 2012.	June 2010	Director of Special Education		
Strategic Planning	ACPS School Board adopts a Strategic Plan: <i>Every student prepared for college, work and life.</i>	March 2009	ACPS School Board		Published March 2009.
	VASS Report presented to School Board.	June 2009	Superintendent, VASS Team		Published April 2009.
	ACPS School Board adopts targets of Education Plan.	March 2010	ACPS School Board		
Central Office Staffing	Through 2009-2010 budget process, Office of Student Services created two new inclusion specialist positions for direct support to schools.	June 2009	Director of Special Education	2.0 FTE – teacher salary scale	Two inclusion specialists hired July 2009.
	Through 2010-2011 budget process, School Board added a new position for a secondary inclusion specialist.	February 2010	ACPS School Board	1.0 FTE – teacher salary scale	Position will be advertised May 2010.

Professional Development	Launch division-wide commitment to inclusive practices through the <i>Equity and Excellence Conference</i> .	August 2009	Superintendent, Alliance for Learning and Leading		
	Train both content and special education teachers in best practices on co-teaching, collaboration, communication, and differentiation.	2009-2012	Office of Student Services, Inclusion Specialists, Consultant		Consultant is providing technical assistance to administrators in secondary schools on inclusive practices (8 administrators to date). Sessions on differentiated instruction, accommodations, literacy and co-teaching have been by attended by over 150 teachers.
	Provide team-building experiences for co-teaching partners (K-12).	August 2010	Inclusion Specialists, Co-teaching partners	\$ 3,000 for facility rental, materials and, supplies	
School-Based Efforts	Following the school-based consultations and observations, create inclusion planning teams at each school to develop, implement and monitor inclusion plans.	Fall 2009	Director of Special Education, Inclusion Specialists, Consultant		Teams have been created.
	Meet with planning teams to develop three year school-based inclusion plans aligned to division inclusion plan.	April 2010 (Elementary) May 2010 (Secondary)	School-based teams, Inclusion Specialists, Director of Special Education Consultant	Consultant	
	School-based inclusion plans will be implemented in the fall of 2010.	Fall 2010	School-based teams, Inclusion Specialists		
	Celebrate school-wide culture of inclusive practices through: <ul style="list-style-type: none"> • Inclusive Schools Week participation • Good News notes in school newsletters • Recognition awards to include all students 	Fall 2010-ongoing	School-based Administrators, Teachers, Paraprofessionals, Related service providers	Materials for Inclusive Schools Week	
	Monitor master scheduling to ensure that co-planning is supported in each school.	Fall 2010-ongoing	Consultant, Inclusion Specialists	Co-planning guides	

Least Restrictive Environment	Analyze current placements of students in city-wide programs to determine LRE.	Fall 2009	Director of Special Education		Analysis has been completed and guidance has been provided to principals in receiving schools.
	Eliminate five city-wide DD classrooms and return students to neighborhood schools with necessary supports.	Summer 2010	Director of Special Education		
	Provide training and direct support to receiving schools of students returning from city-wide programs.	Fall 2010	Inclusion Specialists	Materials to support differentiation of grade level curriculum	
	Strengthen continuum of services across the division.	Fall 2009 - ongoing	Office of Student Services		Training and technical assistance on differentiated instruction and classroom management have been provided to instructional staff across the division.
Systemic Change	Infuse inclusive philosophy into various aspects of ACPS culture to include interview protocols, job descriptions, new teacher orientation, and ongoing professional development.	Fall 2010 – Spring 2011	Office of Student Services, Office of Human Resources		
Program Evaluation	Monitor fidelity of inclusion implementation in each school. Monitoring will be conducted by inclusion planning teams in conjunction with staff from the Office of Student Services and outside consultants.	Fall 2010 – Spring 2012	Director of Special Education, Inclusion Specialists, Consultants, School-based teams		

WORK SESSION ON SPECIAL EDUCATION

May 6, 2010
Margaret R. McLeod, Ed.D.

RECENT MILESTONES

- ✘ ACPS School Board approved academic goals for 2008-2010.
- ✘ ACPS Strategic Plan adopted by School Board in March 2009.
- ✘ VASS Report presented to School Board on June 2009.
- ✘ ACPS Education Plan targets adopted by School Board March 2010.

KEY DATA POINTS FOR STUDENTS WITH DISABILITIES (2008-2009)

- ✘ SOL pass rates: English, 59.5% and Math, 48.2%
- ✘ Graduation rate: 85%
- ✘ Students in regular class more than 80% of day: 39%
- ✘ Students served in programs outside ACPS: 8%

The ACPS Education Plan incorporates the areas of improvement cited in the VASS Report as well as the goals of the ACPS Strategic Plan to ensure long term implementation.

ACPS EDUCATION PLAN

Division-level Objective

Create an inclusive learning env't in which every child with disabilities has access to the standard curriculum (based on SOL) across a continuum of services. (VASS Report – II)

Ensure that every child meets the requirements to graduate and enroll in college or post-secondary training. (VASS Report – II)

Develop a comprehensive Career and Transition Program to ensure that all students with disabilities are linked to postsecondary education after graduation.

Provide individualized support to all students through the use of tiered responses (such as RtI framework) to ensure that all students achieve academic growth. (VASS Report– III)

Ensure that ACPS provides effective services to students with autism by developing a comprehensive program.

VASS REPORT: AREAS CITED FOR IMPROVEMENT

I. Attitudes and Perceptions

II. Curriculum and Instruction

III. Organizational Effectiveness

IV. Communication

I. ATTITUDES AND PERCEPTIONS

- ✘ Strategic Planning and Communication – consistent message from all stakeholders: Everyone in the school division is responsible and accountable for student learning.
- ✘ Leadership – move Office of Student Services to Curriculum and Instruction.

I. ATTITUDES AND PERCEPTIONS

- ✘ Equity and Excellence conference launched division-wide commitment to inclusive practices.
- ✘ Superintendent, executive staff and school-based administrators now convey a consistent message on inclusion of students with disabilities.
- ✘ Strategic planning and communication incorporates all stakeholders.

I. ATTITUDES AND PERCEPTIONS

- ✘ Accountability and leadership are emphasized at the school level.
- ✘ Inclusion training – both through internal and external experts – supports changes in practice.

II. CURRICULUM AND INSTRUCTION

- ✘ Strengthen access to standard curriculum, improve inclusive practices and strengthen supports for all students.
- ✘ Revisit least restrictive environment.
- ✘ Redesign professional development.

II. CURRICULUM AND INSTRUCTION: CURRICULUM DESIGN

- ✘ Collaborate with Curriculum Department staff to ensure access for students with disabilities to SOLs through differentiated planning, assessment and instruction.

II. CURRICULUM AND INSTRUCTION: INCLUSION

- ✘ Division-wide plan addresses following areas:
 - + Strategic planning
 - + Central office staffing
 - + Professional development
 - + School-based efforts
 - + Least restrictive environment
 - + Systemic change
 - + Program evaluation

II. CURRICULUM AND INSTRUCTION: INCLUSION

- ✘ Dr. Lisa Dieker is working with all schools to develop school-based inclusion plans.
- ✘ Plans will outline a course of action for the next 3 – 5 years.
- ✘ Plans will be incorporated into each school's Education Plan.

II. CURRICULUM AND INSTRUCTION: SECONDARY PREPARATION CURRICULUM

- ✘ School-based staff, in conjunction with Student Services and the Curriculum Department, are redesigning the curriculum for secondary students with moderate to severe disabilities.
- ✘ New curriculum is aligned to college and career readiness standards and reflects an increased emphasis on academic skills.

II. CURRICULUM AND INSTRUCTION: PARAPROFESSIONALS

- ✘ Para Academy started November 2009
- ✘ Topics covered this year:
 - + Literacy
 - + Inclusion
 - + Positive Behavior Supports
 - + School Health
 - + De-escalation Strategies
- ✘ Average number of participants per session: 39

III. ORGANIZATIONAL EFFECTIVENESS

- ✘ Clarify special education staffing and roles
- ✘ Clarify procedures and processes
- ✘ Enhance human resources support

III. ORGANIZATIONAL EFFECTIVENESS

- ✘ Realigned central office staff to improve services to schools.
- ✘ Create and deploy central office instructional teams to support schools.
- ✘ Provide division-wide training to instructional staff and administrators to ensure consistency and adherence with special education processes.
- ✘ Ensure hiring of qualified and effective special education staff through collaboration among HR, Student Services and individual schools.

IV. COMMUNICATION

- ✘ Continuous communication of new message:
Educating all children is everybody's job.
- ✘ Redesign of special education website

IV. COMMUNICATION

- ✘ Clear and consistent message from school-based and central-office leadership
- ✘ Monthly inclusion newsletter
- ✘ Enhancement of Student Services website
- ✘ Guidance documents developed and disseminated to all schools
- ✘ Bilingual parent resource specialist position created for Parent Resource Center
- ✘ Parent Forum on May 22



- A-Z INDEX
- SCHOOLS
- CONTACT US
- PARENTS
- STUDENTS
- COMMUNITY
- EMPLOYEES



STUDENT SERVICES

- Executive Director's Message
- Crisis Intervention
- Positive Behavior
- Psychologists
- School Counseling
- School Health
- School Social Workers
- Section 504
- Suicide Prevention

SPECIAL EDUCATION

- Regulations and Guidelines
- Assessment
- Assistive Technology
- Autism
- Behavioral Services

Home » Student Services » Inclusion

Inclusive Practices

Inclusion is a belief system or philosophy guiding all practices in the school setting. Inclusive education means every student is valued, belongs, and has the right to be a member of a classroom community.

Co-teaching is one of several models for providing services to students with disabilities in the general education classroom. Effective co-teachers work as a team in a joint relationship to meet the needs of students and model collaborative relationships (Dieker, 2007).

Teachers in inclusive schools have a core belief that all students are "our" students.

Research Says Inclusion Benefits All Students

- Instructional strategies in inclusive classrooms have been shown to be beneficial to all



GOALS IN STRATEGIC AND EDUCATION PLAN

- ✘ 100% compliance with IEPs and federal, state, and local laws and regulations
- ✘ Comprehensive autism program
- ✘ Support for struggling students through tiered interventions
- ✘ Secondary transition to ensure students:
 - + graduate ready for college or career
 - + are linked to postsecondary education or employment

COMPREHENSIVE AUTISM PROGRAM

- ✘ Autism plan will be finalized by June 2010.
- ✘ Major components of autism program:
 - + Training for instructional staff, e.g., SCERTS, STAR, PECS, ABA, PMI, PRT
 - + Training for administrators
 - + Training for parents
 - + Establishment of Pre-K – 5 model demonstration sites

SECONDARY TRANSITION

- ✘ Development of Alexandria Transition Advisory Council (ATAC)
- ✘ Intervention with at-risk students to ensure graduation
- ✘ Resource identification and sharing
- ✘ Making connections with area agencies
- ✘ Focused career awareness and exploration opportunities

IMPROVING SERVICES TO STUDENTS WITH EMOTIONAL DISABILITIES

- ✘ Multidisciplinary approach
- ✘ Therapeutic day services
- ✘ Reintegration of students
- ✘ Next steps
 - + Continue with program development
 - + Pursue wrap-around services for high-needs cases

RESPONSE TO INTERVENTION (RtI)

- ✘ Create framework to deliver academic and/or behavioral interventions to all students.
- ✘ Improve appropriateness of referrals to special education.
- ✘ Address disproportionate representation.
- ✘ Initiate RtI pilot with the following schools: JP, CB, MVCS, MH at TC Williams

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

- ✘ Five schools are implementing PBIS this year; three new schools will implement next year.
- ✘ Two schools have completed a self evaluation, thus resulting in changes in practices and procedures.

BEHAVIOR INTERVENTIONS

- ✘ Assist schools in conducting functional behavior assessments and developing behavior intervention plans.
- ✘ Implement behavior supports for general and special education students.
- ✘ Provide district-wide training on behavior management.

NEXT STEPS

- ✘ Expand professional learning opportunities
- ✘ Implement school-based inclusion plans
- ✘ Complete realignment of Office of Student Services
- ✘ Continue to monitor compliance with local, state and federal regulations
- ✘ Examine current practices to identify and address factors leading to disproportionate representation

KEY DATA POINTS UPDATE – 2009-2010

- ✘ SOL pass rates:
 - + English, 59.5%
 - + Math, 48.2%
- ✘ Graduation rate: 85%
- ✘ Students in regular class more than 80% of day: 39%
- ✘ Students served in programs outside ACPS: 8%
- ✘ SOL Targets
 - + English: 85%
 - + Math: 83%
- ✘ Graduation Target: 87%
- ✘ Preliminary data for students:
 - + in regular class more than 80% of day: 49% (Target is 52%)
 - + served outside ACPS: 4.6% (Target is 5%)