



# Chesapeake Public Schools **Legislative Agenda** **2020**

*A quick guide to highlight the priorities for  
K-12 education for the children in Chesapeake and Virginia*



## Overview

We thank the General Assembly for the incremental funding increases provided to Chesapeake Public Schools (CPS) during the last four legislative sessions, and it is critical that further increases be provided in 2020. State revenues have risen this year, and the amount of lottery proceeds has also slowly increased over the past few years, with 45 percent now allocated to the Commonwealth's public schools. Some additional appropriations were provided for the state's share of teacher raises, as well as funding for additional school resource officers and school counselors to enhance school safety. The funds provided for CPS' operating budget in the 2020 approved budget increased approximately \$11.18 million over 2019. These funds have been sorely needed and more state money is required to compensate for the loss of state school revenue over the previous decade, due to both changes in the Local Composite Index (LCI) and overall reductions in state funding from the continued use of the support positions funding cap. Inadequate state funding in past years has resulted in fewer professional development opportunities for staff at a time when accountability for student performance has never been higher. Continued funding increases are absolutely critical for CPS to attract and retain staff, provide and maintain adequate facilities, and expand course offerings to best prepare students for academic and post-academic success.

In light of these comments, Chesapeake Public Schools, the administration and School Board, present the following as our legislative priorities for the 2020 General Assembly session. We look forward to working closely with our Chesapeake General Assembly delegation and other members of the General Assembly to continue and ramp up recent actions taken to restore funding to K-12 education across the Commonwealth. This economic strength will enable our current students and future generations, as well as the teachers and staff who support and educate them, to thrive in successful communities.



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# CHESAPEAKE PUBLIC SCHOOLS 2020 LEGISLATIVE AGENDA

**2020 Focus:** Continue to restore and increase state funding for K-12 education, which will better enable Chesapeake Public Schools to modernize facilities, address student needs, and support the development of future college- and workforce-ready graduates.

## **Support**

**Gradually restore the cost methodology, over two bienniums, for support position funding used before 2009. This would remove the “cap” on support positions.**

Prior to the 2009 recession, the Commonwealth provided funding for support staff positions according to a formula that used actual staffing and costs (calculated with the actual number of support positions and the salary for each position in all school divisions). As a moneysaving measure during the recession, a cap was placed on the number of positions that the state would fund. This action allowed the state to cut its funding for public education by approximately \$750 million annually. Most school divisions could not practically and safely reduce positions included in support staff funding to the arbitrary ratios used to balance the state budget. These positions include school psychologists, nurses and social workers as well as instructional support, attendance, security, transportation, technology, and facility operations and maintenance staff. These positions are essential to the effective operation of schools and provide vital support needed to meet a myriad of educational needs. The recession ended almost a decade ago. As a result we ask for the General Assembly to return to funding school support staff based upon actual school division practices.

**Increase State general fund revenues in support of K-12 funding in order to restore the use of lottery funds for the state construction grant program and per-pupil lottery funds with the capital requirements in place prior to 2009.**

When the Virginia Lottery began in the late 1980s, the popular belief was that its proceeds would be used for public education. However, this was not required either by statute or the State constitution and the proceeds were spent by the General Assembly for a variety of purposes. This changed in 2001 with passage of a State constitutional amendment earmarking lottery funds solely for educational purposes. But even this did not result in a sudden infusion of new money for public education; as the General Assembly chose to use a substantial portion of the lottery proceeds to replace general funds that were being spent on K-12.

With the 2001 legislative changes related to lottery funds, the state provided direct per pupil payments to divisions and required a minimum of 50% of those funds be used for non-recurring costs - this was the first support of state funds for capital needs in divisions. Up until this point, all capital costs, including modernizations or facility expansion was solely the responsibility of the local government. With this change, these capital costs became a “shared” cost based on the LCI. When the recession hit in 2008, the lottery per pupil amounts were eliminated, as was the state construction grant program. These funds were redirected to support K-12 expenses previously funded by general tax revenues in the state budget.

Using a small portion of the lottery proceeds, the General Assembly began to restore the direct payment to divisions in 2016. This was accomplished by providing additional general funds for categorical aid programs that had previously been funded substantially with lottery proceeds. This action freed up those lottery proceeds to be returned directly to school divisions on an unrestricted basis. In addition, much of the annual growth in lottery proceeds has also been dispensed into direct payments. The General Assembly has incrementally increased these amounts each year since and in 2019, the General Assembly set the Lottery Per Pupil Allocation (PPA) at 45% of the total available lottery revenue while removing the requirement that half of each division’s amount be spent on non-recurring expenses.

For the 2020 session, the Board supports a further increase in the percentage of lottery funds returned directly to school divisions. This will require the General Assembly to provide additional general funds for those direct and categorical aid programs that continue to be funded with lottery proceeds. Ultimately sufficient general funds should be provided so that no direct or categorical aid program must rely on lottery funds and all lottery proceeds can be returned directly to local school divisions on an unrestricted basis. CPS proposes that the General Assembly should increase the allocation to 60% in FY 2021 and 75% in FY 2022 with the goal of returning 100% of lottery funds in this manner by 2024.

**Modify the staffing requirements for guidance counselors and provide additional funds to align with the Governor's original proposal.**

The 2019 General Assembly passed conflicting bills on this matter. Early in the session it passed, and the Governor signed SB 1406, which changed the name of guidance counselors to school counselors and required school boards to employ school counselors

in accordance with the new ratios shown in the table below. Later in the session, it passed HB 2053, which was subsequently vetoed by the Governor, containing the higher ratios shown below. The General Assembly budget conference committee inserted language into the budget bill overriding the provisions of SB 1406 and inserting the provisions of HB 2053 into the Appropriation Act (HB 1700), effective with the 2019-2020 school year. The result is that Standards of Quality (SOQ) as specified in the Code of Virginia currently require more school counselors than the state is funding, although this Code provision is superseded by the language in the budget bill until the current budget expires.

	<b>School Counselor to Student Ratio</b>		
	<b>SB 1406</b>	<b>HB 2053</b>	<b>HB 1700 (Budget)</b>
Elementary School	1 to 375	1 to 455	1 to 455
Middle School	1 to 325	1 to 370	1 to 370
High School	1 to 300	1 to 325	1 to 325

The budgetary override of statutorily specified SOQ requirements sets a bad precedent. It is recommended that the 2020 General Assembly should fully fund the school counselor requirements as enacted in SB 1406

### **Continue efforts to recruit, retain, and fairly compensate high-quality instructional and support staff**

Over the past several sessions, the General Assembly has passed initiatives to maximize Virginia’s ability to recruit and retain qualified teachers and support staff. In 2018, efforts to make teacher licensing in Virginia more accessible and ease the teacher shortage passed. This legislation included a bill which changed state regulations so that college graduates who completed at least 30 hours of in-classroom training and completed certain other licensure requirements could qualify for a renewable one-year license. Another bill called for the Board of Education to allow teacher licensure by reciprocity, to permit applicants to submit third-party employment verification forms.

Teachers recently also received small pay increases each year, making compensation slightly more competitive with other states. CPS appreciates those efforts and supports further incentive improvements and compensation increases, for both instructional and support staff.

## **Oppose**

### **Any new legislation that would result in another unfunded mandate for the division or the individual employee.**

School divisions should have local authority to make decisions about schools, so we oppose any new legislation that would result in a state mandate without full appropriated funding. We encourage the Virginia Department of Education to review past and current legislation and request that the Commonwealth fully fund the existing mandates or remove those policies. We call on the state legislature, the Governor, and the state's administrative agencies not to impose further requirements without appropriating funds that would remove the financial burden from school divisions.

### **Any legislation that reduces the authority of the School Board in student discipline issues.**

In accordance with Virginia laws and regulations, only local school boards have the authority to establish student conduct policies and procedures. Final administrative authority for all disciplinary matters now rightly rests with local school boards, which determine how and under what circumstances disciplinary actions may be appealed. Only a local school board can expel a student from school. We believe this authority is important and should be maintained at the local level.





# QUICK FACTS

March 2019

## Student Enrollment (October 1)

		Increase/Decrease	% of Increase/Decrease
2018-2019	39,722	225	0.57%
2017-2018	39,497	344	0.88%
2016-2017	39,153	218	0.56%
2015-2016	38,935	256	0.66%
2014-2015	38,679	-6	-0.02%
2013-2014	38,685	94	0.24%

## Projected Enrollment

2019-2020  
40,025

## Student Demographics\*

Race	Percentage
American Indian or Alaskan Native	.3
Asian	2.8
Black, not of Hispanic origin	32.4
Hispanic	9.8
Native Hawaiian or Pacific Islander	.2
Non-Hispanic, two or more races	7.4
White, not of Hispanic origin	47.1

\*Source: Virginia Department of Education, February 8, 2019

## Number of School Buildings - 57 (2018-2019)

Elementary 28 • Middle 10 • Senior High 7  
Special Centers 2 • Support/Annex 10

## Transportation Vehicles (2018-2019)

Buses 583 • Service/Utility 158

## Current Number of Teaching Positions (2018-2019)

2,932.23 (2,753.23 Operating Budget; 179 Categorical)

## A Teacher's Salary with a Bachelor's Degree (2018-2019)

Current Beginning - \$44,140 • Current Top - \$64,702

## Salary Supplements - Academic (2018-2019)

Master's Degree = \$3,200 • C.A.S. = \$1,600 • Ed.D./Ph.D. = \$3,200

## Average Teacher Salary

	13-14	14-15	15-16	16-17	17-18 (Budgeted)
Chesapeake	\$56,484	\$56,156	\$56,117	\$57,524	\$57,955
State	\$53,818	\$54,486	\$54,891	\$56,351	\$56,861

Information from the Department of Education's Salary Report

## Per Pupil Cost (in ADM\*)

	12-13	13-14	14-15	15-16	16-17
Chesapeake	\$10,474	\$10,892	\$10,810	\$10,765	\$11,265
State	\$11,257	\$11,242	\$11,523	\$11,745	\$12,171

\*Average Daily Membership (ADM) is calculated at the end of the school year. Final state payments for Standards of Quality accounts (Basic Aid, fringe benefits, etc.) and several other Direct Aid to Public Education accounts are based on ADM.

## Basic Aid

	14-15	15-16	16-17	17-18	18-19
Chesapeake	\$5,478	\$5,476	\$5,641	\$5,651	\$5,926

## Revenue Sources as % of Budget

	14-15	15-16	16-17	17-18	18-19
State**	52.9%	52.8%	53.7%	53.3%	53.5%
Local	46.2%	46.4%	45.4%	45.8%	45.6%
Federal	0.9%	0.8%	0.9%	0.9%	0.9%

\*\* Includes State Retail Sales & Use Tax

## Vision

We inspire, engage, and empower all students to achieve their highest potential.

## Mission

The Chesapeake Public Schools family promotes educational excellence by engaging all students in meaningful and innovative learning experiences that empower them to successfully fulfill their life's purpose.

## Core Values

### Our Educational Family:

- Fosters Equity • Cultivates Innovation • Models Integrity
- Promotes Accountability • Inspires Excellence

## Goals

- Provide exemplary teaching and learning experiences
- Recruit, retain, and support our valued employees
- Provide a safe and supportive learning environment
- Engage, inform, and collaborate with the community

Statistics Provided By  
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