



2019 Chesapeake Public Schools Legislative Agenda

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



Chesapeake Public Schools
312 Cedar Road • Chesapeake, VA 23322

Overview

Loss of state revenue over the past nine years, due to both changes in the Local Composite Index (LCI) and overall reductions in state funds, have had a detrimental impact on employees, students, and staff. These reductions were noted as being temporary. Divisions have had to make difficult budget decisions about student course offerings, student services, staff, and non-personnel costs such as textbook adoptions, equipment, and vehicle replacements. The past years have resulted in a loss of professional development opportunities for staff at a time when accountability for student performance has never been higher. Increases in funding levels are necessary in order to provide adequate staff, adequate facilities, and adequate course offerings to restore the services and staffing to pre-2008 levels. These funding losses correlate to fewer opportunities for students and greater difficulty in providing the necessary tools and staffing to prepare students for academic and post-academic success.

We thank the General Assembly for an increase in funding during the 2016, 2017, and 2018 sessions and hope the trend continues toward full restoration; however, in order for K-12 education funding to recover, the formula changes and cuts must be restored.

In light of these comments, Chesapeake Public Schools – the administration and School Board – present the following as our legislative priorities for the 2019 General Assembly Session. We look forward to working closely with our Chesapeake General Assembly Delegation and other members of the General Assembly to continue actions to restore funding to K-12 education across the Commonwealth of Virginia. 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.

CHESAPEAKE PUBLIC SCHOOLS LEGISLATIVE AGENDA

Focus for 2019:

Continue to restore and increase state funding for K-12 education.

Support

Restore the cost methodology for the funding of support positions that was used prior to 2009-2010. This would replace the “cap” on support positions used since 2009-2010.

Prior to 2009-2010, K-12 school divisions in Virginia were funded for support positions using a formula that was based on prevailing rates (calculated by looking at the number of support positions and the salary for each in all school divisions). This was a more accurate representation of current educational practice in Virginia school divisions.

The support cap implemented in 2009-2010 created a loss of funding for these critical positions. However, school divisions could not reduce support personnel to the level funded by the “cap.”

The Virginia Board of Education published proposed recommendations to the Standards of Quality at their meeting on September 22, 2016. They noted that throughout the public hearings, the need for additional fiscal resources was a predominant theme. Many individuals and organizations, including the Virginia Association of Counties and the Virginia Municipal League, have noted that education funding in Virginia after the recession has not returned to 2008 levels. As a result, their recommendation stated, “Because support services positions are essential to the effective operation of schools, and provide vital support to instructional staff, the General Assembly should return to its prior practice of funding support services to school divisions based upon actual school division practices.”

The funding cut for support positions resulted in a loss for Chesapeake Public Schools of over \$9 million per year.

Other recommendations from the State Board also called for increased staffing ratios for principals, assistant principals, and guidance counselors.

Continue to increase lottery funds for use as operating expenses and capital improvements.

The Virginia Lottery has been in operation since the late 1980s; however, lottery proceeds were not used strictly for K-12 education. In 2000, lottery proceeds were transferred to the state's general fund, and their use was determined by the General Assembly. Beginning in 2001, an amendment to the Constitution of Virginia stated that lottery funds were to be used solely for educational purposes. The following bullets provide a history of lottery funds distribution.

- From 1999 to 2004, an increasing portion of lottery proceeds (History of Lottery) was used for Basic Education funding in the place of State General Fund Revenues while the portion paid directly to school divisions for use as either capital or operating support remained fairly level at 40% of the proceeds. Fifty percent of these direct payments were required to be used for capital expenditures.
- From 2004 to 2008, lottery proceeds began to also be used for incentive and categorical funding for K-12 education.
- Beginning in 2008:
 - All lottery proceeds were provided as support for K-12 education at the state level.
 - Direct payments to school divisions were eliminated.
 - All lottery proceeds were channeled into operating support for the state's portion of K-12 funding.
- Beginning in 2016 a portion of lottery proceeds was restored to K-12 support.
- In 2017-2018, a larger portion of lottery proceeds was distributed to K-12 support (approximately 29%). This still falls below the 40% school divisions received prior to 2008-2009.
- In 2018, The General Assembly reset the Lottery Per Pupil Allocation (PPA) to 40% of the total available lottery revenue and removed the requirement that 50% of the Lottery PPA must be spent on non-recurring expenses.

- **In 2019, the Board supports a further increase in the percentage of lottery funds returned directly to school divisions.** Ultimately all lottery proceeds should be provided to local school divisions and the next step by the General Assembly should be to increase the allocation in 2019 to 45%.
- **The General Assembly should set a goal of returning 100% of lottery funds in this matter by 2024.**

Continue to support safety initiatives by providing funding for necessary staffing and infrastructure.

In March of 2018, following the incident at Parkland's Marjory Stoneman Douglas High School, Chesapeake Public Schools created a School Safety Taskforce to evaluate school safety protocols and practices. They were also to determine additional enhancements to the security and safety measures that should be implemented throughout the school division to ensure school safety.

In addition, the Virginia House of Delegates formed the House Select Committee on School Safety, which recently published a list of recommendations.

Among those, the following recommendations directly align with our priorities:

- Provide funding for staff and training relating to de-escalation of student misconduct through positive behavior intervention and supports.
- Provide funding to strengthen existing or establish new school-based mentor programs.
- Remove the funding cap on support staff in order to increase opportunities for school divisions to hire additional aides, counselors, psychologists, and other specialists.
- Lower the ratio of school counselors to students.
- Provide funding for enhanced wrap-around mental health services in schools (such as suicide prevention and trauma-informed schooling).
- Increase funding for the School Resource Officer Grants Program.

Our Board and division would appreciate any financial support and would encourage any changes in legislation that could assist with our safety needs.

Oppose

Any legislation that would result in an unfunded mandate for the division or the individual employee.

We support the local autonomy of school districts and oppose any new legislation that would result in an unfunded mandate. We encourage a review of current legislation and ask for full funding of existing unfunded mandates or removal of the identified legislation. We call on the legislature, the Governor, and the state's administrative agencies to refrain from imposing any further unfunded mandates and requirements on school divisions. Recent unfunded mandates include required lead testing and changes to Cardiopulmonary Resuscitation (CPR) requirements.

Aligning pay increases for public school employees and state employees with revenue projections.

The Governor's proposed Budget for 2017-18 removed a two percent compensation increase that had been included, replacing it with a one and a half percent "bonus." As required by law, if the revenue collections are more than one percent below the forecast, the state must revise the official estimate of its revenue projections. Therefore, raises for state employees, public school teachers, and support positions could not go into effect. The practice of aligning pay increases for these employee groups to revenue projections negatively affects the efforts of state departments and public schools to hire and retain high quality employees. Announcing a pay increase and then changing it is deflating to the morale of current employees.

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 rests with local school boards which determine how and under what circumstances a disciplinary action may be appealed. Only a local school board has the authority to expel a student from school. We believe this authority is important and should be maintained at the local level.



Chesapeake
Public Schools

QUICK FACTS

March 2018

Student Enrollment (October 1)

		Increase/Decrease	% of Increase/Decrease
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

2018-2019
39,800

Number of School Buildings - 56 (2017-2018)

Elementary	28
Middle	10
Senior High	7
Special Centers	2
Support/Annex	9

Transportation Vehicles (2017-2018)

Buses	547
Service/Utility	181

Current Number of Teaching Positions (2017-2018)

2,815.83 (2,640.63 Operating Budget; 175.20 Categorical)

A Teacher's Salary with a Bachelor's Degree (2017-2018)

Current Beginning - \$43,200
Current Top - \$64,074

Salary Supplements - Academic (2017-2018)

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

Average Teacher Salary

	12-13	13-14	14-15	15-16	16-17 (Budgeted)
Chesapeake	\$54,830	\$56,484	\$56,156	\$56,117	\$57,168
State	\$52,923	\$53,818	\$54,486	\$54,891	\$56,148

Information from the Department of Education's Salary Report

Per Pupil Cost (in ADM)

	11-12	12-13	13-14	14-15	15-16
Chesapeake	\$10,680	\$10,474	\$10,892	\$10,810	\$10,765
State	\$10,969	\$11,257	\$11,242	\$11,523	\$11,745

*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

	13-14	14-15	15-16	16-17	17-18
Chesapeake	\$5,308	\$5,478	\$5,476	\$5,641	\$5,651

Revenue Sources as % of Budget

	13-14	14-15	15-16	16-17	17-18
State*	52.6%	52.9%	52.8%	53.7%	53.3%
Local	46.5%	46.2%	46.4%	45.4%	45.8%
Federal	0.9%	0.9%	0.8%	0.9%	0.9%

* Includes State Retail Sales & Use Tax

Goals

- Optimize School Safety
- Ensure Rigorous Educational Standards
- Evaluate Effectiveness and Efficiency
- Optimize the Management of Human Resources and Ensure Effective Staff Development
- Optimize the Use of Technology
- Enhance Parental and Community Involvement
- Provide Optimal School Facilities

Statistics Provided By

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