

Jackie Henderson

25
12-13-16

From: Karen A. Graf <karen.graf@acps.k12.va.us>
Sent: Friday, December 09, 2016 6:59 PM
To: City Council
Cc: board; Mark Jinks; Alvin Crawley
Subject: PH School Design Packet for Council
Attachments: 161209_PH_Memo.pdf; 161209_Patrick_Henry_School_Design_History.pdf; 161208_ACPs_Fiscal_Oversight_History_and_Timeline_2013-2017.pdf; 161208_School_Board_Online_Resources.pdf

Dear Mayor Silberberg & Council colleagues - Yesterday we sent the supplemental information for 1701/1705 to be posted to the City's docket for the 12/13 meeting.

Additionally, for Patrick Henry on the 17th, the information presented to the Planning Commission will be passed onto you. We have also attached a memo and history of the Patrick Henry project for your review. We included individual the .pdf files for fiscal oversight and online resource files, in case you have an occasion to send them onto community members.

We look forward to see you in Chambers next week.

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Best Regards,

Karen A. Graf
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Alexandria City Public Schools
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Alexandria VA 22314
Clerk Phone: 703.619.8316

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Dear Mayor Silberberg and Council Members:

As ACPS and the City tackle the infrastructure issues of the growing capacity in our schools, the School Board will be presenting more build projects in the coming weeks and months. Together, it is imperative that we are clearly communicating to the community about the processes, finances and policies that drive these high investment decisions.

This coming Tuesday, ACPS is requesting action from City Council to re-appropriate funds in order to acquire a new property for the school division. Your docket materials contain supporting information regarding the steps and actions needed in order to accomplish this together. It is essential that we are all functioning from the same set of facts and details.

Similarly, now that the Patrick Henry project has made it through the Planning Commission, ACPS will be in Chambers presenting the next steps in the project and seeking your approval. Again, it is critical that we recognize the process of community engagement and the School Board's role in ensuring those recommendations fit within our fiscal, design and policy goals.

As part of our standard operations with projects of this nature, the ACPS School Board is involved throughout the process. As the applicant to the City and the final decision-maker, the School Board is an integral part of the process and must be able to speak to every aspect of the project. Therefore, attached is a summary of the community engagement process and the School Board's actions to ensure the most optimal design, and to stay on schedule and within budget. This is another opportunity for you to share with the public our mutual process and goals to address the division's capacity issues.

Further, in response to questions asked by Council related to several ACPS projects at recent City/Schools meetings, the School Board has attached an overview of the school division's fiscal oversight improvements since 2013 and a quick reference guide to locating the School Board's online video and document repository, illustrating our sound business practices and transparency.

We look forward to continuing to work together with City Council to build excellence and equity for our school division.

Best Regards,

Karen A. Graf, Chair
Alexandria City School Board



Alexandria City School Board Online Resources

1. <http://esbpublic.acps.k12.va.us/>: Electronic School Board houses all of the documentation for School Board meetings, work sessions, board briefs, and advisory committees.
 - a. Click the meeting date on the calendar to open the agenda.
 - b. Select items on the agenda to access the memo and supporting documents.
2. <http://www.acps.k12.va.us/board/meetings/>: To view School Board meetings, go to this page and click the Watch Meetings button. You can find the video by date and start the video from that link. If you want to view a specific item on the agenda, click the agenda item title and it will take you directly to that conversation. Videos are available for most Board meetings and work sessions from 2008 to present.
3. <http://www.acps.k12.va.us/ideashboard/>: Recently, ACPS launched a pilot of the Division's data dashboard. The ultimate goal is to have all ACPS 2020 Key Performance Indicators (KPIs) accessible through this dashboard. Currently you may view individual school demographics, Division-level SOL results, attendance, suspension information, on-time graduation information, and AP/SAT information.
4. <http://www.acps.k12.va.us/budgets/>: This area of the web site shows quick links to Electronic School Board during the budget season to help citizens access this complex and evolving information.
5. <http://www.acps.k12.va.us/board/manual/>: Board policies are indexed and searchable here or by clicking Policies and Regulations in Electronic School Board. For the last 18 months, each Board agenda item is aligned to the applicable Board policy and ACPS 2020 Strategic Plan objective.



Every student succeeds: Educating lifelong learners and inspiring civic responsibility.

Patrick Henry School and Recreation Center Design

Community Engagement Process

This document summarizes the iterative design process of the Patrick Henry School and Recreation Center project and the relevant meetings with the community, Advisory Group, School Board and City Council.

Formation of the Advisory Group

On September 1, 2015, ACPS Superintendent Alvin Crawley and City Manager Mark Jinks issued a memorandum to create a project Advisory Group to work within the framework of design principles established by ACPS and the City and to engage representatives of the community in the planning and design process. Group members were selected in November 2015 and the project team has held monthly meetings with the group since its inception. Early meetings through February 2016, prior to the development of initial design concepts, were focused on orienting the Advisory Group to the site specific program document, which was based on the School Board approved PK-8 educational specifications. Both the site specific program document and the PK-8 educational specifications were developed in consultation with the City.

Community Engagement

The project team has been fully committed to engaging with the Patrick Henry community since the start of the project. The project team has held eleven (11) public meetings with the Advisory Group and seven (7) public meetings with the larger community. Interpretation, childcare and food were provided at community meetings to enable broad participation across the community. Five (5) of the community meetings occurred in the spring of 2016, during the initial design phase of the project. In-meeting and online polling tools were used to gauge community priorities.

A project website was established to host links to all recorded public meetings, as well as the presentations from the meetings, and to keep the public informed of key decisions and progress made. An email listserv was established to enable interested community members to sign up for meeting announcements and email updates. Project updates were also provided through ACPS Express, an email newsletter distributed to more than 9,800 members of the ACPS community. Access to recordings of the public meetings, along with the accompanying presentations, including updated design plans, were shared with the community through these platforms.

In addition, several project updates were provided during public School Board and City Council meetings, which were also recorded and are available to the public. Further, the project team also held a small work session with parents in July 2016 to discuss the desired student experience, and attended Patrick Henry's Back-to-School Night in September 2016 to share designs and answer questions about the project.

The project team has also held collaborative meetings with two outside community organizations, the Playspace Technical Advisory Team ("P-TAT"), and the Alexandria Commission for the Arts. These meetings were held to ensure that the project design meets the needs of the

community as much as possible, while working within the approved Educational Specification and Recreation Program documents.

Date	Meeting
December 9, 2015	Community Advisory Group Meeting + Community Meeting
January 13, 2016	Community Advisory Group Meeting
February 3, 2016	Community Advisory Group Meeting
February 10, 2016	Community Meeting
February 17, 2016	Community Advisory Group Meeting
March 2, 2016	Community Advisory Group Meeting
March 16, 2016	Community Meeting
April 6, 2016	Community Meeting
April 13, 2016	Community Advisory Group Meeting
April 27, 2016	Community Advisory Group Meeting
May 4, 2016	Community Meeting
June 15, 2016	Community Advisory Group Meeting
June 15, 2016	Park and Recreation Commission
July 7, 2016	Community Advisory Group Meeting
July 27, 2016	Playground Technical Advisory Taskforce
August 10, 2016	Community Advisory Group Meeting
September 13, 2016	Commission for the Arts
September 28, 2016	Community Advisory Group Meeting + Community Meeting
November 30, 2016	Community Advisory Group Meeting + Community Meeting

Initial Site Plan Options

The project team presented three initial site plan options for feedback, titled *A*, *B*, and *C*, to the Advisory Group and the larger community on March 2, 2016 and March 16, 2016, respectively. Community polling conducted in person and online after the meeting indicated that *Option A* was seen as favorable because of the scale of the building in relationship to the neighborhood, the access to and quality of outdoor play spaces, and for the way it distinguished the physical presence of the school and recreation center. *Option C* was seen as favorable because of the separation of the bus loop and student drop-off areas for safe pedestrian and bike access, and because it avoided the need for swing space and phasing since the new building footprint did not overlap with the existing one.

Development of Option A1

Based on the feedback received on the initial three options, the project team developed *Option A1*, which combined the best features of *Options A* and *C* and achieved optimal results in fulfilling the design principles established as those most important to the community through in-meeting and online polling.

Design Principles:

- Providing quality outdoor play spaces
- Providing distinguished physical presences of the school and recreation center
- Promoting safe access for biking and walking to school
- Accommodating the neighborhood scale
- Providing optimal access between the building and the outdoor play areas

Option A1 also avoided the need for swing space and phasing by avoiding an overlap of the new and existing buildings. The design was well received when presented to the community on April 6, 2016, although some attendees expressed dissatisfaction that the new design included vehicle access off of Latham Street.

Development of Option C1

During a project update to the School Board on April 7, 2016, the Board voted to explore additional design options that would place all vehicle access to the site solely off of Taney Avenue. As a result, the project team restored the existing *Option C1* to develop the design concept, which maintained the same two story massing and layout as the original *Option C*, but relocated all vehicle entrances and exits to Taney Avenue.

A1 and C1 Analysis

As part of the project team's analysis of *Options A1* and *C1*, updated versions of both options were presented on April 27, 2016 to the Advisory Group, whose attendance was reduced but sufficient for a quorum. The focus was on how each design performed with respect to the design principles listed above. After deliberating, a majority of the group felt specific qualities of *Option C1* should be advanced in the design process; however, there was not a consensus between *A1* and *C1*.

In a community meeting held on May 4, 2016, and during the School Board project update on May 5, 2016, the project team stated that *Option C1* would be advanced. While this was well received by community members who opposed having any vehicular access off Latham Street, a large contingent of community members spoke out against *Option C1* in both meetings, expressing safety concerns about having multiple driveways on Taney Avenue due to the large number of students walking to school. They also expressed a desire for the project team to do additional analysis of *Option A1*. Recordings of both meetings are available for viewing online.

A special School Board Work Session was held on May 10, 2016 to review in detail the benefits of both *Options A1* and *C1*. During the presentation, the design team presented updated versions of both options and answered questions. At this Work Session, the School Board requested that the project team prepare a comparison of *Options A1* and *C1* with respect to the following criteria, so the Board could then make its decision on which option to advance in the design process:

- Site traffic circulation, vehicle & bus separation, and safe pedestrian & bus access
- Educational program functionality
- Project cost
- Outdoor open space

On May 19, 2016, the project team presented the results of its comparison to the School Board, and recommended that *Option A1* be advanced based on the following:

1. Site Traffic Circulation, Vehicle & Bus Separation, and Safe Pedestrian & Bus Access – *A1* was preferred because the separate bus and vehicle entries provided for slightly better levels of service to surrounding streets and required less school personnel to manage pedestrian traffic during arrival and dismissal. In addition, facility services, such as deliveries and trash pick-up, could now be accommodated away from the front of the buildings.
2. Educational Program Functionality – *A1* was preferred as its 3-story structure allowed for grades 6-8 to have their own floor, its central location for bus drop-off and pick-up, and for separating the area for students coming off buses from adults accessing the recreation center.
3. Project Cost – Given the early stage of design it was assumed that both designs would each be of a similar square footage and have similar basic construction costs. However, *C1* was projected to have approximately \$1.5-2 million of additional costs since its larger footprint would require more structural foundations, roofing and storm water management costs. Therefore, *A1* was preferred.
4. Outdoor Open Space – Both designs had approximately 7.2 acres of outdoor space. *A1* was preferred since it offered 4.5 acres of contiguous open space compared to 3.9 acres for *C1*.

After the presentation, the School Board voted six to two (6-2), with one Member abstaining, to advance *Option A1* in the design phase. At this time, the School Board was also aware that in order to keep the project on schedule for construction to begin in the spring of 2017, a design must be selected.

A memo summarizing this process was sent to the City Council on June 17, 2016.

Advancing the Patrick Henry Design

After the School Board vote on May 19, 2016, the project team began developing the Patrick Henry design (commonly called *Option A1*) to ensure that key milestone dates were met with the City's Development Special Use Permit ("DSUP") review process for construction to begin in spring of 2017. All of the milestone dates were met:

- Concept II Submission to the City: June 24, 2016
- Completeness Submission to the City: August 11, 2016
- Preliminary Site Plan Submission to the City: September 20, 2016

Throughout the development of the design, meetings were held with the Advisory Group in June, July, August, and September to review the *Option A1* design in detail and to obtain feedback. As a result of the group's feedback, several modifications, such as adding a staff lounge and moving stairwells for more efficient emergency egress, were made to the design.

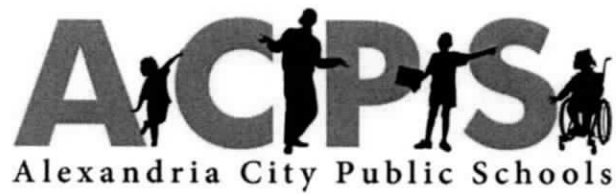
The project team presented the updated Patrick Henry design in a community meeting on September 28, 2016, when community meetings resumed after being suspended over the summer. The design was well received by attendees.

Project Budget

As is customary with large construction projects of this nature, the project team is performing estimates on the recently completed design development documents to assess the project budget and determine whether or not additional capital improvement funds may be required before implementing the project. It is important to note that any additional funding which may be required to implement the current design would still be \$1.5-2 million less than funding needed for the C1 design for the reasons explained in the “A1 and C1 Analysis- Project Cost” section above.

Next Steps

The site plan for the project was “deemed complete” by City DSUP review staff on September 1, 2016. The project team will present the site plan in public hearings to the Planning Commission on December 6, 2016 and to City Council on December 17, 2016. A successful result will keep the project on track to begin construction in April 2017 and be completed for the 2018-2019 school year.



ACPS Fiscal Oversight

History and Timeline of Fiscal Improvements: 2013 – Present

December 8, 2016

Description of the financial policies, procedures and other improvements enacted by the Alexandria City School Board in recent years to enhance fiscal oversight and transparency in the Alexandria City Public Schools.

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Introduction

Beginning in 2013, the Alexandria City School Board and Alexandria City Public Schools staff have taken extensive action to increase transparency and enhance the financial policies, procedures and systems of the school division. Just a few of the many recent fiscal improvements are listed below:

1. Entity-wide business Risk Management Assessment
2. Commencement of a Board-governed audit program in alignment with the Risk Assessment
3. Reconstitution of Board advisory committees to provide fiscal expertise and community input
4. Complete update of all fiscal and budget policies
5. Additional reporting on financial status and budget transfers

Both the School Board and ACPS staff are proud of the resultant robust and transparent system currently in place. This work has been recognized in each year between FY 2013 and the present with the Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting, Association of School Business Officials International (ASBO) Certificate of Excellence in Financial Reporting Award, GFOA Distinguished Budget Presentation Award and ASBO International Meritorious Budget Award. For the most recent fiscal year, ACPS also won, for the first time, the Annual Achievement of Excellence in Procurement Award from the National Procurement Institute.

Risk Assessment

The School Board voted in April of 2013 to initiate a risk management assessment. Risk management is a process, and the performance of this risk assessment represented a critical first step for ACPS in the pursuit of healthy fiscal oversight.

In September of 2013, the risk assessment was delivered for use as a tool for ACPS and the School Board to enhance or develop strategies for managing potential risks. Upon the hiring of Dr. Crawley as the Division Superintendent in October 2013, the School Board continued its discussion and planning around the document's findings, including how to move forward in the coming budget year to fund annual audit program recommendations. It was decided that the School Board would select particular areas of the organization to analyze and audit. Governance of these audits would rest with the School Board.

Through the FY16 budget work sessions, the School Board had conversations about the audit program funding and ultimately approved it within the Combined Funds Budget in May of 2015. In June of 2015, the School Board discussed potential audits in the areas of:

- Payroll: Compensation Data Integrity, Time Management, Pay Accuracy
- Facilities: Asset Management, Budget Management, and Contract Management
- Procurement: Compliance with the Virginia Public Procurement Act (VPPA) , Board Policies, and Division Procedures
- Communications: Crisis Management and Division-wide Communications Protocols

After the funds became available in July of 2015, the School Board convened a Procurement Committee to develop the scope of work and execute the RFP. In November of 2015, the committee went through a procurement process during which the bids of several firms were analyzed. In the spring of 2016, the School Board awarded a contract to one firm to conduct audits in the following areas: procurement, facilities, and payroll.

It was decided that communications processes, upon the hiring of the current Director of Communications, had improved considerably. The department had established a Division Communication Plan and had developed funding goals that had yet to be realized. If needed, future review of this area will be included in the next risk assessment.

In August of 2016, the Procurement Department functional performance audit began and is scheduled to be delivered to the Superintendent and School Board in December of 2016. In December of 2016, the Facilities Department functional performance audit will commence and is expected to be completed in August of 2017. The Payroll Department functional performance audit is scheduled to begin in February 2017. To take the place of the Communications Department audit, the Superintendent recommended analysis of the Human Resources Department instead. The Board will be discussing that proposal in the FY18 Combined Funds Budget Work Sessions this winter. If approved, the Human Resources audit would begin in the summer of 2017, with an estimated completion date of February 2018.

Timeline - Risk Assessment and Business Audit Program

<i>Date</i>	<i>Details</i>
April 11, 2013	Board initiates Risk Assessment
September 26, 2013	School Board delivers Risk Assessment Report in public meeting
November 13, 2013	Discussion of necessary actions, review and recommendations about the ACPS Risk Assessment Report
March 5, 2014	Further discussion of necessary actions, review and recommendations about the ACPS Risk Assessment Report
October 2014-March 2015	The FY16 Operating Budget includes internal audit funding
June 2015	Board discussion of departmental audits for Payroll, Facilities, Procurement and Communications
August 2015	Committee to procure services convenes
November 2015	Committee reviews firms to perform the functional performance audits
May 2016	Board awards contract to perform the functional performance audits
August 2016	Procurement Department audit begins
December 2016	Facilities Department audit begins
December 2016	Procurement Department audit scheduled to be delivered
February 2017	Payroll Department audit scheduled to begin
Spring-Summer 2017	Payroll Department audit scheduled to be delivered
August 2017	Facilities Department audit scheduled to be delivered
Summer of 2017	Human Resources Department audit is scheduled to begin (if Superintendent's recommendation is accepted by the Board);
February 2018	Human Resources Department audit is scheduled to be delivered (if Superintendent's recommendation is accepted by the Board)

Reconstitution of the Budget and Audit Board Committee

As of the winter of 2013, the Budget and Audit Committee, a Board committee made up of three Board members and one staff member, had not convened in some time. The School Board at the time decided to reassemble various Board committees, including the Budget and Audit Committee to review specific areas of the organization. The Budget and Audit Committee convened on the following dates:

1/11/13	5/15/13	11/13/13
2/4/13	6/19/13	3/5/14
2/20/13	8/21/13	4/9/14
3/19/13	9/11/13	5/7/14
4/17/13	10/9/13	6/10/14

Establishment of the Committee of the Whole for Policy Enactment and Revision

On June 12, 2014, the Superintendent recommended a move to centralizing responsibility of the School Board to set policies for the school division. The Superintendent recommended that the School Board delete references to Standing Committees in policy BCE and shift to a Work Session or Committee of the Whole structure to review new policies and significant revisions to existing policies. The Budget and Audit Committee dissolved and the work was assigned to the Budget Advisory Committee or directly to the School Board.

Fiscal Policy Improvements

In the same recommendation for centralizing responsibility of the School Board policies, the Policy Committee was dissolved in June 2014. The Superintendent and the School Board set in motion a full review of all the policies that govern the Division. As part of this comprehensive effort, each of the following fiscal management policies were reviewed and updated:

- DA - Management of Funds
- DAA - Investment Policy Statement
- DAB - Operating Fund Balance
- DB - Annual Budget
- DG - Custody and Disbursement of School Funds
- DGB - Authorization of Procurement and Credit Card Use
- DGB-R - Alexandria City Public Schools Procurement and Credit Card Regulations
- DGC - School Activity Funds
- DGC-R - Student Activity Funds Manual
- DGD - Funds for Instructional Materials and Office Supplies
- DI - Financial Accounting and Reporting
- DIA - Reporting Per Pupil Costs
- DJ - Small Purchasing
- DJA - Purchasing Authority
- DJA-R - Procurement Manual
- DJB - Petty Cash Funds

- DJB-R - Petty Cash Fund Regulations
- DJF - Purchasing Procedures
- DJFA - Purchasing Procedures - Construction Services
- DJFB - Contract Execution
- DJG - Vendor Relations
- DK - Payment Procedures
- DL - Payroll Procedures
- DLB - Salary Deductions
- DLC - Expense Reimbursements
- DLC-R - Business Meals and Travel Regulations and Procedures
- DM - Cash in School Buildings
- DN - Disposal of Surplus Items
- DO - Non-Locally Funded Programs
- FB- Facilities Planning and Community Funded Facilities Projects
- FB-R – Regulations for Community Funded Capital Projects
- FEG – Supervision of Construction
- FEG-R – Capital Improvement Program Regulations

These new policies represent a vigorous reinforcement of fiscal practices throughout the school division. Specifically, Policy DAB (Operating Fund Balance) was developed together by ACPS and the City to develop a fund balance policy for schools that outlines the appropriate level of unrestricted fund balance for ACPS, addresses the amount of the City's fund balance that should be designated for schools (if any), and establishes the protocols and guidelines that govern the process and criteria by which ACPS may access the City's funds.

Reconstitution of the Budget Advisory Committee

The Budget Advisory Committee (BAC) was reconstituted in the winter of 2014. BAC is charged with making recommendations on budget and financial management policies and practices, the presentation and preparation of the operating budget, the execution of the financial management of the school division, and annual budget priorities. BAC is asked to advocate for the Division by assisting in the education of the community with regard to the budgeting process and the contents of the annual operating and 10-year Capital Improvement Program budgets.

At the Board's request, BAC provides studies and recommendations on special topics or issues. BAC presents an annual written report of the committee's work as part of the School Board's annual budget process, and collaborates with other advisory committees as appropriate. Additionally, the BAC leadership works with the Division's Budget and Fiscal Affairs Advisory Committee (BFAAC) representative to make sure there is communication throughout the City and school division budget process.

Financial Reporting and Transparency

Monthly, Quarterly and Annual Financial Reports

The School Board receives monthly statements of the funds available for schools and can track spending throughout the year. Monthly reports are provided to the School Board for the three primary funds covering school division operations: Operating Fund, Grants and Special Projects Fund, and the School Nutrition Services Fund.

Additionally, a quarterly report is prepared by the Financial Services Department and the Educational Facilities Department called the Capital Improvement Program (CIP) Quarterly Report. The purpose of this report is to provide the School Board with the status of each project and its progress in the most recent quarter.

Another quarterly report is the Budget Transfer Report. Policy DA – Management of Funds requires the submission of a quarterly report detailing all budget transfers in the Operating, School Nutrition Services, and Grants and Special Projects funds greater than or equal to \$25,000.

Lastly, the Comprehensive Annual Financial Report (CAFR) is reviewed by independent auditors from CliftonLarsonAllen LLP (CLA) once it is prepared by ACPs financial staff. These audits are conducted in accordance with the standards applicable to financial audits, including Government Auditing Standards issued by the Comptroller General of the United States and the specific audit standards for local jurisdictions issued by the Auditor of Public Accounts (APA) of the Commonwealth of Virginia. These reports are typically published in December of each year.

Practice for Large Budget Transfers

The School Board has practiced a separate process for large operating and capital transfers. For transfers meeting the developed size criteria outlined in Policy DA, the Superintendent prepares a memo to be presented to the Board for information in New Business. After two weeks, the item is presented to the Board for action in Old Business. Each meeting also allows time for public comment.

As outlined in Policy DA, the Superintendent has established financial management procedures for the Combined Funds and Capital Improvement Program budgets that adequately ensure proper and effective use of these funds. These procedures shall address or incorporate, at a minimum, the following:

For the Operating Fund, School Nutrition Services Fund, and Grants and Special Projects Fund (Policy DA):

- The Superintendent must approve budget transfers for all amounts equal to or greater than \$25,000.
- A report detailing all budget transfers within these funds greater than or equal to \$25,000 will be provided to the School Board each quarter.

For the Capital Improvement Program (Policy FEG):

- Board approval is required for all CIP contracts above \$500,000.

- School Board approval is required to transfer funds equal to or greater than \$50,000 from one CIP project and/or site/location to another CIP project and/or site/location;
- School Board approval is required to expend any amount over 110 percent or \$50,000, whichever is greater, on any CIP contract, even if the Board has previously approved a project budget that exceeds 110 percent of the contract; and
- The Superintendent shall provide to the School Board, on a quarterly basis, a report detailing the status of CIP projects to include encumbrances, expenditures, and available balances.

In the event that approved project funds exceed the actual and final cost of a project, surplus funds will be transferred to a contingency account within 90 days of closing out CIP projects, subject to the budget transfer approval requirements outlined above. During the budget process each spring and upon request, surplus project funds shall be used as shown below and in the order of priority specified (Policy FEG).

- Fund emergency repairs and/or system replacements if funding is not available;
- Fund previously approved projects that are determined to be underfunded due to market condition changes, unanticipated project costs or programmatic adjustment as approved by the School Board;
- Fund recommended capital projects that are not approved in the CIP budget, but are identified by the Superintendent or School Board as an area of need based on prioritization and anticipated costs; and
- Fund capital projects identified for future years to offset the funds that may otherwise be requested during the annual budget process.

ACPS 2020 Strategic Plan - Goal 6: Effective and Efficient Operations

ACPS 2020 Strategic Plan Goal 6 states that ACPS will be efficient, effective, and transparent in its business operations. ACPS handles its business operations with diligent care and the highest ethical standards in order to provide proper stewardship and a full accounting of its resources. Having Strategic Goal 6: Effective and Efficient Operations in the 2020 strategic plan demonstrates the importance of this work for all ACPS staff. This goal means ACPS establishes a system of accountability in order to be prudent in its use and allocation of funds, to maintain sound business practices and procedures, and to be transparent in everything the school division does. ACPS continues to gain and maintain the confidence of its community, its staff and its students in order to grow Alexandria's financial investment in its children. By doing so, every student succeeds.

The Key Performance Indicators (KPIs) are reviewed annually at a School Board meeting and posted on the ACPS web site. The KPIs for Goal 6 are:

6.1 Fiscal Policies and Practices: ACPS will plan, manage, monitor, and report spending to provide decision-makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels.

6.2 Continuous Improvement: ACPS will engage in cycles of continuous improvement at every level of the school division, and it will employ evidence-based decision-making in its consideration of process improvements, policy making, and budgeting and accountability.

6.3 Operational Efficiency and Performance Management: ACPS will focus resources on student learning by utilizing a comprehensive performance management system that ensures efficient, cost-effective business operations.