The Albemarle County Public Schools Department of Human Resources is pleased to present the School Division Human Resources Annual Report for the 2012-2013 School Year. The Department’s Annual Report provides information on the School Division’s workforce, highlights some of Human Resources Department’s ongoing initiatives, recent accomplishments, and future objectives.

The Horizon 2020 Strategic Plan for Albemarle County Public Schools is designed to unleash each student's potential and equip them for success both now and in the future. To do this, we must capitalize on the full potential of each employee. The Human Resources team is committed this work. We are focused on continuous improvement, providing a high level of customer service, and partnering with our employees to obtain a deep understanding of needs.

Highlights of our work this year include:

- Implemented the Netchemia Talent Ed Recruit & Hire, our new on-line application system
- Implemented new process for hiring building-level administrators which incorporated the Virginia Standards for School Leaders, a portfolio review, and the creation of a pool of viable candidates
- Hired 127 teachers and 118 classified employees to begin the 2013-2014 school year
- Partnered with Finance to converted entire organization to electronic direct deposit pay
- Supported teachers and administrators through the implementation of a new Teacher Performance Appraisal
- Implemented strategies to increase employee engagement, such as employee recognition training and the We Notice ceremony
- Introduced our wellness logo and website, BeWellAlbemarle.org, which provides program information, employee success stories, and a wealth of local and national resources on health and wellness

This year has produced some interesting challenges and we are looking to continue to build upon our successes in the upcoming year. As you review this annual report, please feel free to call us at (434) 296-5827.

Lorna Gerome
Director of Human Resources
# Table of Contents

Teacher Report ......................................................................................................................... 4  
Administrator Report ................................................................................................................ 11 
Classified Staff Report ............................................................................................................ 14 
Exit Surveys ............................................................................................................................ 17 
Compensation and Benefits .................................................................................................... 18 
Going Forward .......................................................................................................................... 21
Teacher Report

Recruitment and Selection

The Human Resources Department continues to work towards recruiting, selecting, and retaining the best talent possible. From July 1, 2013 through September 30, 2013, the Albemarle County Public School Division hired 127 teachers. Ten percent of the total teaching staff for 2013-2014 are new hires.

<table>
<thead>
<tr>
<th>New Teacher Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
</tr>
<tr>
<td>111</td>
</tr>
</tbody>
</table>

Of the 127 teachers hired:
- 15 (12%) are minorities
- 88 (69%) are full-time; 39 (31%) are part-time
- 91 (70%) had previous teaching experience
- 68 (54%) have 0-3 years of teaching experience
- 51 (40%) have five or more years of teaching experience
- 91 (72%) had previously taught in Virginia
- 36 (28%) are starting their teaching careers in ACPS
- 92 (72%) have at least a Master’s degree
- 97 (76%) are female; 30 (24%) are male
- 50 (39%) were hired for the elementary level
- 77 (61%) were hired for the middle and high school (secondary) levels.

This year’s class indicates thirty-six (28%) of the new hires are beginning their teaching careers in ACPS, while 17 (13%) have one or two years of teaching experience, 31 (24%) have three to five years of teaching experience, and 51 (40%) have more than five years of teaching experience. There is a slight increase from last year in the number of teachers who have master’s degrees and the number of secondary teachers hired. Additionally we have a slight decrease in the number of elementary hires as compared to last year.

From October 1, 2012 through September 30, 2013, the Human Resources Department had 1,013 individuals apply for teaching positions. This is literally just 2 applications less than last year. There was also an increase in the overall number of minority applicants and those with full licensure. The chart below provides information about the applicants.

<table>
<thead>
<tr>
<th>Teacher Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applications</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>No Response</td>
</tr>
<tr>
<td>Minority</td>
</tr>
</tbody>
</table>
Each applicant has the choice to self-identify his/her ethnicity. To be identified as "Licensed in Virginia", the applicant held a Virginia teaching license at the time of the submission of their application or obtained one by the end of September 2013.

**Highly Qualified Teachers**

The No Child Left Behind law requires 100% of those teaching in core subject areas to meet specific criteria in order to be defined as "Highly Qualified". The Albemarle County Public School Division had 98.75% of its teachers meet this requirement for the 2012-2013 school year. Concerted efforts were made during the summer hiring process to make sure that all new teachers would be considered Highly Qualified and that all teachers in the Division only teach subjects in which they are endorsed.

**Diversity in Recruiting and Staffing**

We continue to value the importance of a diverse classroom and providing role models for all children. The chart below indicates the racial distribution of our new teachers.

<table>
<thead>
<tr>
<th>New Teacher Ethnic Distribution 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0.0%</strong></td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td>Two or More Races</td>
</tr>
</tbody>
</table>

Our new teachers have come from all over the world and are graduates of diverse colleges and universities. The first-year minority teachers are graduates of the following schools (undergraduate and graduate respectively if applicable):

- University of Virginia
- Millersville University
- Longwood University

Veteran minority teachers are graduates of (again listed by undergraduate and graduate school):

- University of Virginia
- University of Michigan-Flint
- Lynchburg College
Wayne State University
Old Dominion University
Hampden Sydney University
Bowling Green State University
Penn State University
American University
University of Florida
Hampton University
University de San Simon
University Bolivia

As shown in the following chart, colleges and universities are continually challenged to attract and graduate minority students interested in the field of education. Thus, as an employer, ACPS has a limited pool of minority candidates from which to choose.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UVA</td>
<td>124</td>
<td>20</td>
<td>16%</td>
<td>186*</td>
<td>28</td>
<td>15%</td>
</tr>
<tr>
<td>JMU</td>
<td>254</td>
<td>16</td>
<td>6%</td>
<td>364**</td>
<td>21</td>
<td>17%</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>104</td>
<td>2</td>
<td>.01%</td>
<td>79</td>
<td>1</td>
<td>.01%</td>
</tr>
<tr>
<td>Mary Baldwin</td>
<td></td>
<td>93***</td>
<td></td>
<td>4</td>
<td>4</td>
<td>.04%</td>
</tr>
<tr>
<td>Wm &amp; Mary</td>
<td>*85</td>
<td>10</td>
<td>11%</td>
<td>91*****</td>
<td>18</td>
<td>19%</td>
</tr>
<tr>
<td>Longwood</td>
<td>346</td>
<td>33</td>
<td>9.5%</td>
<td>*****</td>
<td>*****</td>
<td>*****</td>
</tr>
</tbody>
</table>

*12 were unknown
**43 were unknown/not specified
***11 were unknown
*****Did not report

Highlights from this recruitment season include the work to hire more Spanish speakers, particularly at Cale Elementary School, to address the growing need of our ESOL population. Another highlight was the hiring of four out of the five graduating fellows from the African American Teaching Fellows program. Albemarle County Public Schools will remain a partner with the African American Teaching Fellows, a consistent hiring resource outside the traditional means of recruiting.

Currently, there are 110 minority teachers in our schools. Of the 127 teachers hired this year, 15 (12%) are minorities, compared to 16 minorities hired last year. At present we have three elementary schools and one secondary school with little to no minority representation among its teaching staff. We will continue to partner with those schools to create strategies to help build a more diverse staff.
Retirements

From October 1, 2012 through September 30, 2013, 28 teachers retired compared to 31 the previous year. To be eligible for full Virginia Retirement Service (VRS) retirement with unreduced benefits, teachers must have at least 30 years of full-time service in VRS and be at least 50 years old. This year, 54% of the retirees received full benefits compared to 48% the previous year. The following table shows the number of teacher retirements for the past five years. The average age of teachers retiring after the 2012-2013 school year was 62. Over the last five years the average retirement age has ranged between 58 and 61. The age of this year’s retirees ranged from 52 to 67.

<table>
<thead>
<tr>
<th>Year</th>
<th>Retirements 2009-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>41</td>
</tr>
<tr>
<td>2010</td>
<td>30</td>
</tr>
<tr>
<td>2011</td>
<td>36</td>
</tr>
<tr>
<td>2012</td>
<td>31</td>
</tr>
<tr>
<td>2013</td>
<td>28</td>
</tr>
</tbody>
</table>

The County’s Voluntary Early Retirement Incentive Program (VERIP) is designed for employees who have already met VRS retirement eligibility standards, but are not yet 65. This program provides eligible employees an early retirement option consisting of two types of benefits, both payable on a monthly basis for five years or until age 65, whichever comes first:

- Medical Contribution - A stipend equivalent to the School Board’s medical insurance contribution given to active full-time employees
- VERIP Stipend - A benefit based on the difference between the estimated VRS benefit the employee would receive by retiring early and the benefit the employee would receive with five additional years of service

Beginning July 1, 2012, a phase-out schedule was implemented to reduce the amount of the VERIP stipend by 20% each year until it is eliminated altogether in 2016-2017. The decision to eliminate the stipend was based on market data that indicated current benefits exceeded market levels. A cross-departmental workgroup established the phase-out schedule. Retirees will continue to receive the medical contribution during their years of VERIP eligibility.
The chart above shows the age distribution of the teaching staff. Thirty-two percent of the teachers in the School Division are age 50 or older. The cumulative number of teachers (both full and part-time) eligible to take advantage of VERIP over the next three years is as follows:

- June 2014: 297
- June 2015: 315
- June 2016: 334

There are 82 full-time teachers who will be eligible to for full retirement at the end of the 2013-2014 school year. It should also be noted that as of September, 2013, there were 118 full-time teachers at the pay step of T30 or above. The average age of the 118 teachers is 59; the range of ages is 52-68.

**Retention**

Teacher retention rates for teachers over the past five years have been between 89.1% and 92.1%. For the 2012-2013 year, the retention rate was 90.6%. From October 1, 2012 through September 30, 2013, 113 teachers did not return to the School Division.

The graph below provides information on teacher turnover based on years of teaching experience in Albemarle County. During 2012-2013, 42 of the 113 teachers who left the
School Division had less than four years teaching in the Albemarle County Public Schools.

Of the 113 teachers who left the School Division in the 2012-2013 school year, 28 (24.8%) left for retirement, while 85 (75.2%) left for other reasons. As the chart below shows, statistics regarding the numbers of teachers leaving and the percentage of teachers leaving with less than four years in ACPS have remained fairly consistent over the past three years.
### Exiting Teachers 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers Leaving</th>
<th>Teachers Retiring</th>
<th>Percent of Teachers Retiring</th>
<th>Teachers Leaving for Other Reasons</th>
<th>Percent of Teachers Leaving for Other Reasons</th>
<th>Teachers Leaving With 0-3 Yrs in ACPS</th>
<th>Percent Leaving with 0-3 Years in ACPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>123</td>
<td>41</td>
<td>33%</td>
<td>82</td>
<td>67%</td>
<td>54</td>
<td>44%</td>
</tr>
<tr>
<td>2009-10</td>
<td>93</td>
<td>30</td>
<td>32%</td>
<td>63</td>
<td>68%</td>
<td>35</td>
<td>38%</td>
</tr>
<tr>
<td>2010-11</td>
<td>126</td>
<td>36</td>
<td>29%</td>
<td>90</td>
<td>71%</td>
<td>47</td>
<td>37%</td>
</tr>
<tr>
<td>2011-12</td>
<td>108</td>
<td>31</td>
<td>29%</td>
<td>77</td>
<td>71%</td>
<td>40</td>
<td>37%</td>
</tr>
<tr>
<td>2012-13</td>
<td>113</td>
<td>28</td>
<td>25%</td>
<td>85</td>
<td>75%</td>
<td>42</td>
<td>37%</td>
</tr>
</tbody>
</table>

### Summary

Overall, the number of teachers hired into the Albemarle County Public School Division continues to grow. This may be a result of the increase in the number of part-time hires and an increase in enrollment on the secondary level. Areas of concern continue to be around the lack of diversity for some schools and the anticipated number of teachers who are eligible to retire within the next several years. Concerted efforts will continue to be made to attract and hire minority candidates for teaching positions.
Administrator Report

Recruitment and Selection

Administrative staff includes principals, associate and assistant principals, and other leadership personnel throughout the School Division who are at or above pay grade 18 and are identified as exempt employees.

From July 1, 2012 through September 30, 2013, the Albemarle County Public School Division filled twelve administrative vacancies, including three principals, five assistant principals, and four central office positions. Two of the three principal vacancies included the hiring of permanent principals for Yancey Elementary School and Burley Middle School which had each initially been staffed with interim principals. Two of the assistant principal vacancies included two assistant principal intern (11-month) positions. One principal and one assistant principal vacancy were filled by hiring individuals from outside the School Division. Three assistant principal and assistant principal intern positions were filled by internal applicants who had completed the process to become members of the internal prospective administrators pool, a new process employed this year. One assistant principal vacancy was filled by a lateral move. Additionally, four central office administrators were hired - three externally and one through an internal transfer. The chart below shows the hiring of external hires only.

<table>
<thead>
<tr>
<th>External Administrative Hires 2009-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Asst./Assoc. Principals*</td>
</tr>
<tr>
<td>Other Administrators</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Includes Administrative Interns placed as Assistant/Associate Principals

Over the past five years, Albemarle County Public Schools has hired between two and eight new administrators per year from outside the School Division.

Diversity in Recruiting and Staffing

Sixteen percent of the administrative employees are minorities – one percent less than the overall County population. About 22% of the principals and assistant principals are minorities. Though the number of African-American administrative staff compares favorably, a concerted effort needs to be made to recruit Asian and Hispanic administrators to better reflect the School Division’s changing demographics.

Retirements

The chart below shows the number of administrative retirements for the five-year period from 2009 to 2013. A targeted retirement incentive for eligible employees in pay grade 16 and above was offered in 2010. The three administrators who retired in 2013 included one principal, one assistant principal, and one central office administrator.
As the graph below illustrates, the School Division’s administrative staff is also impacted by an aging workforce. Thirty-seven percent of the administrators are age 50 or older. Based on this data, an increase in retirements for the future years can be anticipated.

The cumulative number of administrators (both full and part-time) eligible to take advantage of the Voluntary Early Retirement Program (VERIP) over the next three years is as follows:

- June 2014: 27
- June 2015: 32
- June 2016: 35
Building-level administrators (principals, assistant and associate principals, guidance directors, and athletic directors) are also eligible to retire with unreduced benefits once they have at least 30 years of service with VRS and are at least 50 years old. There are four building-level and 5 central office administrators working for the Albemarle County Public School Division who will be eligible to retire with full benefits at the end of the 2013-2014 school year.

**Retention**

The retention rate for administrators over the past five years has been between 87.6% and 96.2%. This year’s rate, 96.2%, is higher than last year’s rate of 89.1%. Of the 4 administrators who left the School Division, three were retirees (75%).

**Summary**

The total number of administrative changes during this time period is slightly less than the prior year. Of the eight administrative vacancies that were filled at the building level, two were external hires, two were internal employees who earned permanent positions, three were a result of promotion, and one was the result of transfer. Three of the four central office administrator hires were external while one was the result of a transfer. A continuing area of concern is the number of building-level administrators who are eligible to retire within the next five years. Of the nine eligible to retire with full retirement benefits at the end of the 2013-2014 school year, two are principals, two are assistant principals and five are central office administrators. A particularly positive statistic is the number of minority building-level administrators, though continued efforts will be made to attract minority candidates for leadership positions. About 22% of the School Division’s principals and assistant principals are minorities.
Classified Staff Report

Recruitment and Selection

Classified employees include all non-teacher and non-administrative positions in the School Division. Examples include all non-administrative employees in Transportation, Building Services, Child Nutrition, and Extended-Day Programs. Office associates, school nurses, and teaching assistants (TAs) are also considered classified employees.

From July 1, 2013 through September 30, 2013, the Albemarle County Public School Division hired 118 classified employees. While most teacher and administrative hiring occurs July 1 through September 30, classified employees are hired throughout the school year. As the numbers in the table below indicate, there has been a decrease in the number of classified employees hired this year when compared to the last three years.

| Classified Staff New Hires 2009-2013 |
|-------------------------|----------------|----------------|----------------|----------------|
|                         | 2009           | 2010           | 2011           | 2012           | 2013           |
|                         | 172            | 149            | 135            | 123            | 118            |

Diversity in Recruiting and Staffing

The School Division continues to recruit and hire qualified candidates from all ethnic groups. The following table provides a breakdown of the School Division's classified staff population.

Classified Staff Ethnic Distribution

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Retirements

Since September 30, 2012, 21 classified employees retired compared to 16 retirements the previous year. As the chart below indicates, retirements in 2009 were considerably higher than in other years. This can be attributed to the retirement incentive offered that year to all eligible employees.

<table>
<thead>
<tr>
<th>Classified Staff Retirements 2008-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
</tr>
<tr>
<td>66</td>
</tr>
</tbody>
</table>

As the graph below indicates, the largest number of classified employees is in the 50-54 age group. It should also be noted that 50% of the current classified employees are age 50 or older.
The cumulative number of classified employees (both full and part-time) eligible to take advantage of the Voluntary Early Retirement Program (VERIP) over the next three years is as follows:

- June 2014: 238
- June 2015: 259
- June 2016: 275

**Retention**

The retention rate for classified staff over the past five years has been between 79.4% and 84.3%. This year's retention was 84.3% compared to 81.2% last year. The number of retirees increased from 16 to 21 but the retention rate also increased. It is important to continue to focus on retention by:

- Improving communications within work groups and among employees
- Providing training and development opportunities
- Increasing participation in the exit survey process to identify possible areas to target retention initiatives
- Providing training to supervisors/managers to increase skill sets in core competency areas

Of the 174 classified employees who left the School Division from October 1, 2012 through September 30, 2013, 32% had less than one year of experience with the School Division. This is a 5% decrease from the previous year. Of the classified employees who left the School Division, 44% were teaching assistants. Overall, teaching assistants represent 33% of the classified workforce. Of those, nearly 60% are part-time employees. Seventy-two percent of the departing classified employees were at pay grade 6 or less. Throughout the School Division, about 54.78% of the classified jobs are at a pay grade of 6 or less.

**Summary**

Overall, the number of classified employees hired into the Albemarle County Public School Division for the 2012-2013 school year is down from the three previous years. Consistent with national trends, an area of concern for the School Division is the number of classified employees who are eligible to retire within the next five to ten years, as illustrated by the graph of employee ages. Thirty-four percent of the classified employees are at least 55 years of age.
Exit Surveys

Prior to the start of the 2012-2013 exit cycle, Human Resources staff analyzed and modified the exit survey questions to ensure that the questions targeted primary employee retention issues. The targeted areas remained the same, but some of the previous questions were updated or clarified and redundant questions eliminated. Another objective when revising the survey was to maintain consistency with the data collected from previous years. The 2012-2013 responses were gathered using the new questionnaire.

Survey data was collected for employees who left the School Division between October 1, 2012 and September 30, 2013. Human Resources staff made multiple attempts to contact exiting employees to collect data. One-hundred and nine (109) employees (47% of all those voluntarily leaving) responded to the survey. Seventy-three percent (73%) of teachers and 30% of classified employees completed the survey.

The findings of the exit surveys indicate that 88% of the respondents were favorable in regard to their overall work experience in the Albemarle County Public Schools. Only 4% of the employees responded that their overall experience was unfavorable and 8% were neutral. This is a 4% increase in the overall positive responses when compared to the responses from 2011-2012 surveys and a 4% decrease in the negative responses.

Each responding employee was asked his/her primary reason for leaving from among the following and was allowed to select only one response: salary/benefits package; relocation; retirement; lack of training or career opportunities; leaving profession/dissatisfaction with job duties; supervision/management issues; or reasons external to the system (i.e. personal). Survey results are shown below.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Classified/ Administration (43)</th>
<th>Teachers (64)</th>
<th>All Employees (107)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons external to system</td>
<td>28%</td>
<td>23%</td>
<td>25%</td>
</tr>
<tr>
<td>Retirement</td>
<td>26%</td>
<td>22%</td>
<td>23%</td>
</tr>
<tr>
<td>Relocation</td>
<td>7%</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>Salary/Benefits Package</td>
<td>12%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Supervision/Management Issues</td>
<td>21%</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Lack of Training/Opportunities</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Leaving Profession/Dissatisfied with Job Duties</td>
<td>2%</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Number of respondents for this particular survey question

As in the previous years, work satisfaction scores among exiting employees remained high and relatively stable at 82%, up from 80% last year. Pay/benefits seems to be an area with improving satisfaction scores, most likely attributable to the merit increases seen for the first time in several years. This year pay satisfaction is at 70% compared with last year’s 61% favorable scores. The only area with a decline in satisfaction was related to workload (25% dissatisfaction). According to survey results, the largest percentage of classified staff left the School Division due to external factors. This has
remained the same from last year. Survey results also showed that the highest percentage of teachers left due to relocation or external factors. Overall, favorable responses have remained relatively stable the last several years and have not shown any significant changes.

<table>
<thead>
<tr>
<th>Aspect of Employment</th>
<th>Exiting Employees Favorable Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
</tr>
<tr>
<td>1. Work Satisfaction</td>
<td>79%</td>
</tr>
<tr>
<td>2. Work Distribution/Schedule Flexibility</td>
<td>66%</td>
</tr>
<tr>
<td>3. Pay/Benefits</td>
<td>57%</td>
</tr>
<tr>
<td>4. Training and Development</td>
<td>60%</td>
</tr>
<tr>
<td>5. Career Advancement Opportunities</td>
<td>46%</td>
</tr>
<tr>
<td>6. Supervisory Consideration</td>
<td>67%</td>
</tr>
<tr>
<td>7. Work Group Communication</td>
<td>66%</td>
</tr>
<tr>
<td>8. Organizational Culture</td>
<td>55%</td>
</tr>
</tbody>
</table>

Compensation and Benefits

**Joint Boards Adopted Total Compensation Strategy**

The School Board and Board of Supervisors’ Total Compensation Strategies are to target employee salaries at 100% of the competitive market median, teacher salaries at the top quartile, and benefits slightly above the market. The Joint Boards follow a process to establish the annual merit increase, teachers’ step and scale increases, and classified salary scale adjustment.

This year, the Joint Board approved a 2.0% merit increase for employees, and reinstated the pay for performance differentials for classified staff. This action also resulted in an average increase of 2% to the teacher’s scale. The average overall pay increase for all Albemarle County employees was 2.55%

Due to these salary increases, ACPS is meeting our critical compensation strategy targets. As our adopted market median increase was 2%, our classified salaries are now generally at market. Moreover, our teacher scale steps are within the top quartile of the adopted market.

**Long Term Classification Plan**

To ensure that positions are appropriately classified, HR began comprehensive reviews of all departments on an ongoing basis in July 2004. Priorities are based on identified internal equity issues, substantial changes in position descriptions, and market data. This year, all positions in Building Services and the Human Resources Department were reviewed for appropriate classification.
Benefits Administration

The School Division offers a wide range of benefit options that promote a healthy lifestyle and contribute to financial stability. Benefits offered include: medical, dental, deferred compensation, flexible spending accounts including use of a debit card for medical expenses, optional life insurance, direct deposit, family medical leave, employee discounts, paid leave (annual, sick, sick leave bank, etc.), employee assistance program (EAP) and employee-paid long term disability insurance. Pension and life insurance plans for full-time employees are offered through the Virginia Retirement System (VRS) and for part-time employees through other vendors.

To increase employee understanding and appreciation of their benefit package, HR communicates to employees through various methods, including:

- Offering benefits orientation, benefits refresher workshops, and open enrollment information sessions for both groups and individuals
- Information on the website/intranet
- Financial education and pre-retirement seminars, as well as individual retirement planning consultations
- Monthly on-site availability of our deferred compensation vendor representative and informational workshops

Health, Safety, and Wellness

Efforts in the areas of safety and wellness continue to become part of the culture for the School Division.

Safety

Employee teams are an integral part of ensuring safety in the work environment. Two departmental teams, Building Services and Transportation, have dedicated time to workplace safety with monthly meetings to debrief on accidents and strategize accident prevention efforts. Building Services has also improved access to first aid kits and eyewash stations throughout facilities and in vehicles this year, and their team created safety awareness posters featuring ACPS employees. Monthly safety checklists have also been instituted for custodial staff. The Transportation Department has found their safety meetings to be beneficial not only through improved safety training and awareness, but also in the area of employee engagement. Finally there was a class offered at the Making Connections event on “Ergonomics and Safe Lifting”, and there are plans for more educational opportunities in 2014.

This year 17 new Automated External Defibrillators (AEDs) were purchased and installed in schools and buildings that did not already have them. The Commonwealth of Virginia has also mandated CPR, AED and First Aid training for licensed school personnel. A team of employees including HR, school nurses, health and PE staff, and the Albemarle Resource Center coordinated to organize training for staff. So far, over 250 employees have completed the training and more than 100 are registered for upcoming classes in the next few months.
In 2013 a major change in the management and safety of chemicals began when the United Nations adopted a Globally Harmonized System of Classification and Labeling of Chemicals (GHS). The first phase of compliance is having employers train staff on the new labeling system and format. This has been done for all ACPS staff through the Online Annual Training System (OATS). There has also been more detailed in-person training for employees, such as custodians and science teachers, who regularly use chemicals in their jobs.

**Wellness**

The wellness program has a new logo and website this year, BeWellAlbemarle.org, which provides program information, employee success stories, and a wealth of local and national resources on health and wellness.

A variety of wellness programs have been offered at locations throughout the County and School Division including:

- Flu vaccination clinics at each school and department
- UVA Mobile Mammography within each geographic feeder pattern and at the central office location
- Lose Well program (formerly Medically Supervised Weight Loss)
- Move 2 Health challenges
- Teams for the Charlottesville Women’s and Men’s 4-Miler events
- Quit Now Virginia smoking cessation program sponsored by the Virginia Department of Health

In addition, the Wellness Program had a significant presence at the Making Connections conference. There were classes offered on wellness benefits, yoga, healthy back care, stretching, how to start an exercise program, senior care, using exercise bands, and managing change. In addition there were seated massages, mini health screenings, flu vaccinations, and vendor information stations for Optima EAP, Coventry Health, ACAC Fitness and Wellness, LD & B Flexible Spending Account, Primary Eyecare, Airrosti, Home Instead Senior Care, and Albemarle County Benefits.

Healthy vending machines are also starting to appear in Albemarle County Schools (in employee areas). The program is in the pilot phase at this time with the first machine just installed this fall. It will be evaluated for success before adding more units, but the feedback so far is positive.

**Training**

System-wide, professional development activities are offered for teachers and administrators through the Albemarle Resource Center (ARC). Because there were very few professional development opportunities offered for classified employees, in 2006 the School Division began providing funding for classified employees’ professional development through courses offered by Human Resources' Organizational.
Development team. For fall 2012 and spring 2013, School Division classified employees attended 106 different classes, totaling more than 856.5 hours of class time. Classes included:

- How to Handle Difficult Work Situations
- Intermediate Excel 2007: Data Analysis Tools
- How to Reward and Recognize Employees
- Cardio Pulmonary Resuscitation
- A Practical Guide to Managing Change
- Leadership Foundations
- Darkness Into Light: Preventing Child Sexual Abuse
- Team Management

In addition, Human Resources regularly offered and provided training to hundreds of employees in the following subject areas: new employee orientation, on-line annual training, retirement planning, interviewing (legal issues and interviewing skills), safety awareness/OSHA training, and sexual harassment training.

**Annual Service Awards**

Each year the School Division recognizes employees for continuous years of service with the School Division. As in years past, employee recognition was conducted at the employee's school or department. Feedback has indicated that this personalized form of recognition is greatly valued by employees. All employees received a framed certificate at the five-year milestone. New certificates as well as recognition gifts were presented for 10, 15, 20, and 25+ years of service as follows:

- 10, 15, and 20 years of service: employees received a gift
- 25+ years: employees chose from a selection of gifts that best suited their preferences

This year, 365 employees were or will be recognized for their service milestones that occurred or will occur between January 1, 2013 and December 31, 2013. Of these 365 employees, 120 were recognized for five years of service, 92 for 10 years, 79 for 15 years, 40 for 20 years, 20 for 25 years, 10 for 30 years, 2 for 35 years, and two employees were recognized for 40 years of dedicated service with the Albemarle County Public Schools.

**Employee Recognition and Engagement**

Attracting and retaining high quality personnel and a commitment to building the quality of our own workforce is essential. Employee recognition and engagement are critical to accomplishing these goals. To that end, HR expanded efforts to recognize and engage the workforce this year by examining current practices, providing learning tools for supervisors as they seek to engage and challenge their employees, and implement a new centralized recognition program.
As a follow-up to the workforce engagement survey, during the Summer of 2012 HR surveyed Division Leadership on employee recognition. The questions posed were:

1. How do you provide timely recognition of your employees’ work?
2. Tell us about a system or method you use to recognize your employees for good work.
3. How do you show appreciation of your employees' work?
4. How do you encourage a sense of personal accomplishment for your employees?

There were a total of 28 respondents. Some of the noteworthy responses include:

- Use staff meetings as an opportunity to share core values.
- Share core values by modeling expected behaviors.
- Catch employees doing things right to note during the annual review process.
- Student academic and behavioral performance is reviewed. Survey feedback and class visits also provide trend data. Some schools hold faculty gallery walks each semester, where teachers' exhibits explain the of best student performance (with a focus on lifelong learner skills).
- In its weekly newsletter, a school dedicates a section called "lessons we loved" to highlight a great lesson observed during the week.
- One department sent ice cream trucks to each custodian site to acknowledge a safety accomplishment.
- Others use emails, short conversations/comments, notes, learning walk emails, eBulletin items, TV studio announcements at meetings, on the bulletin board in teacher's lunch room, and in the mail room to recognize employees.
- Still others celebrate employees by placing photos on the web, sending flowers and balloons during the school day, dinners, a yearly awards banquet for “shining stars" in each department (sometimes with a theme such as the Academy Awards).

Local Government has a formal Employee Recognition Program and associated training for managers and supervisors. This training was adapted for the Child Nutrition Program, with the goals of facilitating an understanding of recognition and engagement; giving managers a set of performance criteria to identify exemplary, deserving behaviors; giving options to recognize and reward employees for exceptional performance; and encouraging flexibility and guidelines that best fits the department’s functions and culture. The training also supports the creation of a culture of recognition, and reinforces the connection between recognition and engagement:

- Engaged employees want and need recognition.
- Employees are engaged by building strong, positive relationships, understanding their jobs, respecting work/life balance, and showing appreciation for a job well done.
- Employees are engaged by building trust, fostering two-way feedback, and allowing shared decision-making.
- Employees are engaged by providing professional development opportunities and helping them understand their role in the organization’s success.
The 2012-13 school year culminated with the May 23rd We Notice Recognition Reception. This was the first annual, centralized event held to recognized over 600 teachers, office staff, building service teams, teaching assistants, cafeteria workers, school nurses, and bus drivers. These deserving staff members were nominated by parents and students through an on-line submission process developed by the County Student Council.

Employee recognition and engagement remain a focus of the School Division. Human Resources continues to build a culture of recognition and engagement by seeking out best practices to share throughout the organization, offering meaningful development opportunities, and providing formal and informal venues for recognition.
Going Forward

Human Resources is committed to the School Division mission and work is aligned to support the strategic plan. During the upcoming year, we will work to achieve this by:

- Implementing an improved systematic screening plan for licensed candidates and enhancing our recently implemented online application
- Continuing to engage with principals regarding staff diversity as related to hiring needs and practices
- Continuing to create an internal pool of administrator candidates through development and succession planning
- Training for hiring managers on best hiring practices
- Restructuring orientation through an improved on-boarding process to better assimilate new employees into our culture
- Developing an induction plan for new building-level administrators
- Offering effective training and development for staff to meet current and future needs, to include partnering with the Office of Instruction to develop and implement professional development opportunities for licensed employees
- Offering a comprehensive set of practical solutions and forms for classified staff to readily use on-site for employee related issues
- Researching and determining feasibility of implementing web-based processes for licensure renewal, performance appraisal, and screening tools
- Continuing to enhance recruitment efforts through the use of social media
- Continuing to promote health and wellness through BeWell Albemarle, by recruiting Wellness Champions
- Creating small grant opportunities to encourage schools and departments to bring wellness activities into their cultures and on-site while valuating and offering incentives for healthy behaviors
- Continuing to meet market targets for the County’s total compensation strategy, to include evaluating market competitiveness of salary and benefit programs
- Conducting reviews of pay practices to ensure compliance and create organizational efficiencies, to include Employee Self-service
• Communicating and implementing Virginia Retirement System (VRS) changes

• Using the Plan-Do-Study-Act model as a basis for process improvements. To include: substitute hiring, training, and minimizing unfilled absences, on-line licensure renewals, reduction policies

• Offering a comprehensive toolkit of training materials to empower Principals/Managers to address HR related issues on-site. Topics include: recruitment, performance management, policy administration and regulations

• Continuing to build a culture of recognition and engagement by seeking out best practices to share throughout the Division, offering meaningful development opportunities, and providing formal and informal venues for recognition.