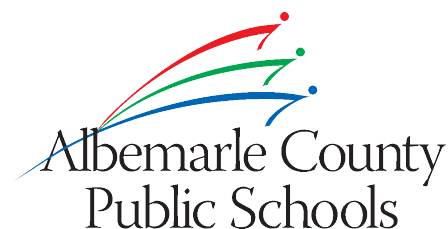


Fast Facts

98,970 Albemarle County residents (2010 census)
\$155.3 million school operating budget
27 schools, all accredited by the Virginia Department of Education:
 16 elementary schools (pre-K through grade 5)
 5 middle schools (grades 6-8)
 1 charter middle school (grades 6-8)
 3 comprehensive high schools (grades 9-12)
 1 charter high school (grades 9-12)
 1 Vocational-Technical Center
1 Alternative Education Center
3 STEM Academies (grades 9-12):
 Environmental Sciences Academy (ESA; opens 2014-15)
 Health and Medical Sciences Academy (HMSA)
 Math, Engineering and Science Academy (MESA)
13,420 students (pre-K through grade 12):
 10.0% are identified as Gifted
 10.1% are served by Special Education
 28.2% are eligible for free/reduced lunch
 879 are identified as Limited English Proficient (LEP)
 180 are identified as homeless
60 languages are spoken by our students
93.4% on-time graduation rate
2.5:1 student-to-computer ratio
6,325 school lunches served daily
13,679 miles traveled daily by our school buses

Note: Data reported is current as of Fall 2013; however, data fluctuates based on enrollment.



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► VISIT OUR WEBSITE
www.k12albemarle.org



► OUR VISION

All learners believe in their power to embrace learning, to excel, and to own their future.



► OUR MISSION

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance, and rigor, one student at a time.



► OUR VALUES

Excellence
Young People
Community
Respect

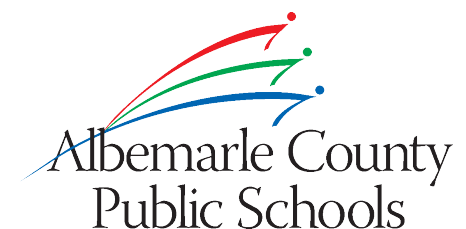
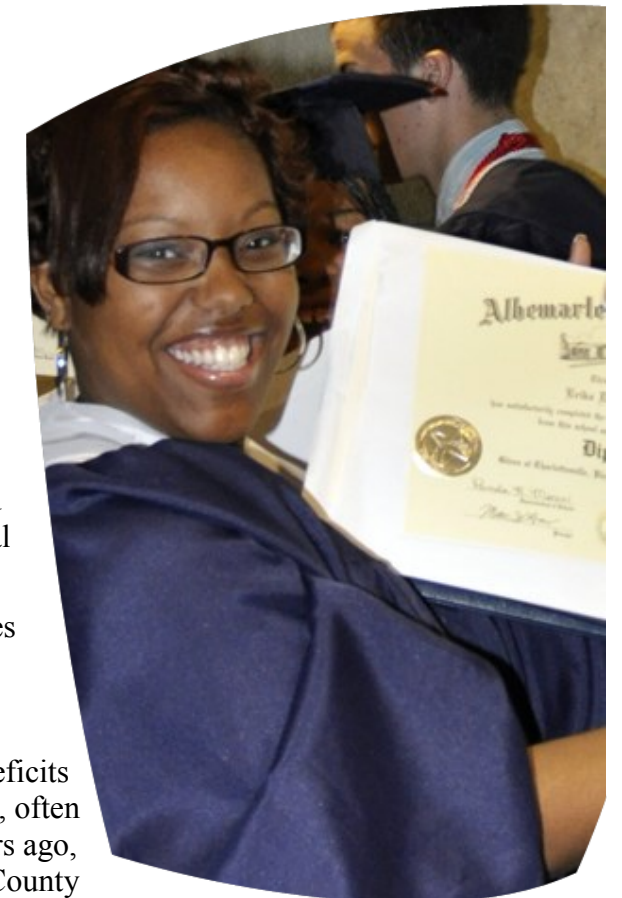
VIRGINIA GENERAL ASSEMBLY 2014

What's Most Important to Albemarle County's School Community?

Educational accountability is the most important issue being debated today by government officials, business and community leaders, educators, students, and their families. Virginia determines accountability through Standards of Learning (SOL) tests that capture a slice of what young people need to know in order to achieve lifelong success. It's not enough. In addition to doing well on SOL tests, students should be developing outstanding communications skills, working effectively in teams, and thinking critically and creatively to solve problems. Virginia's accountability system should not be restricted to SOL tests, but should allow school divisions to utilize balanced assessments that measure the application of knowledge,

project-based learning, performance tasks, and analytical ability. These are the characteristics that permit students to succeed in college and in the global workforce.

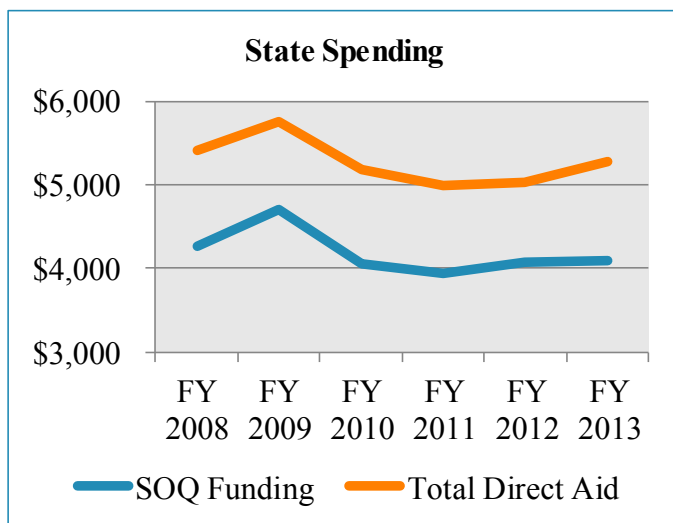
Recent and sudden changes in the contribution by localities to the Virginia Retirement System (VRS) have created significant deficits in school division budgets, often at the 11th hour. Two years ago, that deficit in Albemarle County exceeded \$4 million. For planning purposes and to avoid unnecessary damage to classroom instruction, the state should adopt a multi-year VRS budget to permit school divisions to take appropriate actions early in their budget process to limit harm to students.



Our priorities

STANDARDS OF QUALITY

Albemarle County Public Schools (ACPS) supports an increase in funding for the Standards of Quality (SOQ) to offset years of reductions to reflect the true cost of meeting such requirements. The true cost will incorporate the continual changes and updates to the Standards of Accreditation and the Standards of Learning (SOL). Rebenchmarking for the 2014-2016 biennium should be fully funded to incorporate best practices in data collection and methodology.



BALANCED ASSESSMENTS

ACPS supports a rigorous curriculum accompanied by a meaningful system of accountability. We support balanced assessments that measure the development of lifelong learning skills, such as critical and creative thinking and problem solving, through measures of student achievement and authentic measures of student growth not provided by the current assessment system. We also support the following measures:

- Expanded access to expedited retakes.
- Decreasing the number of SOL tests required at the elementary and middle school levels.
- Increased flexibility for local school divisions to establish testing windows.
- The use of statistically valid sampling techniques.
- Waivers to high performing school divisions to implement performance-based assessments.

VIRGINIA RETIREMENT SYSTEM

ACPS supports a consistent approach to Virginia Retirement System funding that includes the restoration of funds to maintain long-term solvency. This will allow localities to develop budgets and benefit plans without constant revisions due to the frequency of changes to the required local contribution.

FLEXIBILITY

We support legislation that increases flexibility for local school divisions. Increasing flexibility allows school divisions to improve effectiveness and efficiency and to reflect the needs of their local communities.

COMPOSITE INDEX

We support an adjustment to the composite index that accurately reflects the amount of local funds that are available to support education. The current calculation does not reflect the revenue sharing agreement that exists between the City of Charlottesville and Albemarle County and overstates our ability to pay, thereby reducing the amount of state funding received.

An Extraordinary Education

Albemarle County Public Schools students ...

- Earn an on-time graduation rate (93%) well above the state average, and drop-out at a far lower rate than elsewhere in the state.
- Score in the top 3% of students in the state, and well above the national average, on the SATs.
- Place Albemarle County in the top 3% of all school divisions in the United States and Canada in advanced placement studies, according to the College Board. Two-thirds of our graduating seniors earn advanced studies diplomas, over 20% better than the average for all public high schools in Virginia.
- In our Math, Engineering & Science Academy were awarded over \$1 million dollars in scholarships last year; advanced to the International Science and Engineering Fair, with finalists from more than 80 countries; took ten first place finishes in the Piedmont Regional Science Fair; and designed and built the World Champion 1-meter Robotic Sailboat.
- Increased their enrollment in Fine Arts courses by 30% over the past three years, and earned more than 330 industry credentials in Career and Technical Education.
- Learned computer programming, robotics, and web design at the summer CoderDojo academies held throughout the County.

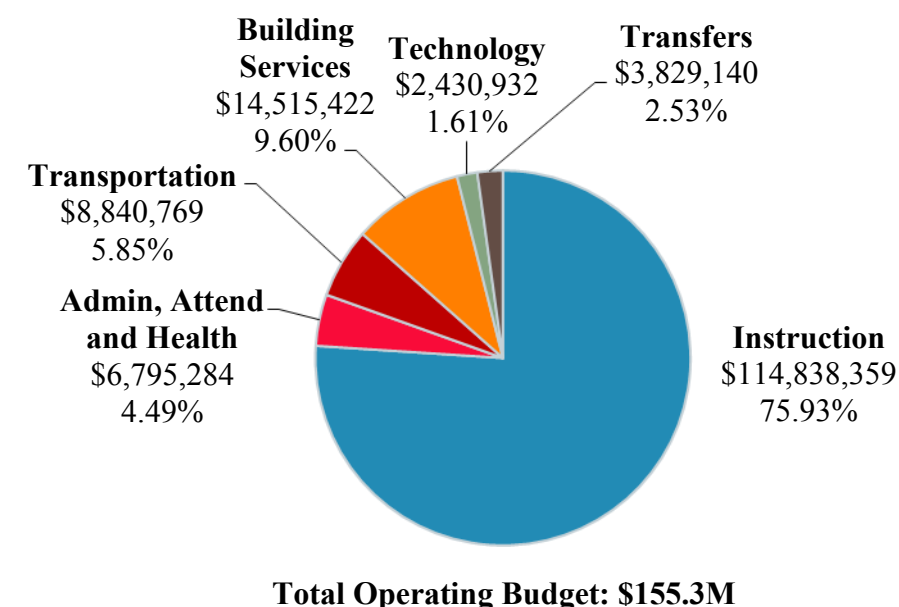
OUR GOAL

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning standards they need to succeed as 21st century learners, workers and citizens.

OUR OBJECTIVES

- We will engage every student.
- We will implement balanced assessments.
- We will improve opportunity and achievement.
- We will create and expand partnerships.
- We will optimize resources.

2013-14 Budget Appropriation



Resolution



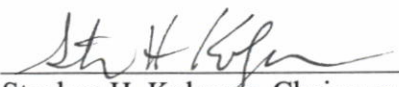
WHEREAS, in its 2013 session, the General Assembly enacted legislation, which was subsequently approved by the Governor, creating the Opportunity Educational Institution (OEI) and the Opportunity Educational Institution Board; and

WHEREAS, the legislation mandates that the OEI Board take over the supervision and operation of any local public schools that have been denied accreditation and authorizes the OEI Board to take over any local public school that has been accredited with warning for three consecutive years; and

WHEREAS, it is the firm conviction of the School Board that this legislation violates the Constitution of Virginia in that it usurps the role of local school boards in supervising and managing the public schools of the Commonwealth; now therefore;

BE IT RESOLVED, the Albemarle County School Board hereby supports the lawsuit brought forth by the Virginia School Boards Association and Norfolk City School Board to declare the OEI legislation unconstitutional and to enjoin the OEI Board from taking any action to implement the legislation.

Signed this 12 day of September, 2013.

By: 
Stephen H. Koleszar, Chairman

Resolution Concerning High Stakes, Standardized Testing of Virginia Public School Students



WHEREAS, the over reliance on standardized, high stakes testing as the only assessment of learning that really matters in the state and federal accountability systems is negatively impacting our public schools and undermining any chance that educators have to transform a traditional system of schooling into a broad range of learning experiences that better prepares our students to live successfully and be competitive on a global stage; and

WHEREAS, there is little research upon which to base the state's assumption that by taking and passing thirty-four criterion-referenced tests between grades three and eleven, Virginia's students will be better prepared to succeed in their careers and college; and

WHEREAS, we believe our state's future prosperity relies on a high-quality education system that prepares students for college and careers, and without such a system Virginia's economic competitiveness and ability to attract new business will falter; and

WHEREAS, there is little research verifying Virginia's method of applying criterion-referenced test results as valid and reliable measurements of authentic growth in student achievement; and

WHEREAS, there is little research verifying Virginia's method of measuring student growth as a valid and reliable indicator of teacher, principal and superintendent performance; and

WHEREAS, the system that Virginia employs for high-stakes education accountability at both the state and federal level is based on the state's method of configuring criterion-referenced standardized tests, growth measures, and performance indicators, all of which lack any solid research foundation; and

WHEREAS, the real work of designing more engaging student learning experiences requires changes in the culture and structure of the systems in which teachers and students work; and

WHEREAS, what occurs in our classrooms every day should be student-centered and result in students learning at a deep and meaningful level, as opposed to the superficial level of learning that results from the current over-emphasis on that which can be easily tested by standardized tests; and

WHEREAS, we believe that a balanced system of assessments that provide a more comprehensive analysis of student learning and growth is far better in defining achievement than using snapshots of student performance on criterion-referenced tests (see VASS Blueprint, October 2011); and

WHEREAS, our vision is for all students to be engaged in more meaningful learning activities that cultivate their unique individual talents, to provide options for students that are designed to respect how they learn best, and to embrace the concept that students can be both consumers and creators of knowledge; and

WHEREAS, only by developing new capacities and conditions in divisions and schools, and the communities in which they are embedded, will we ensure that all learning spaces foster and celebrate innovation, creativity, problem solving, collaboration, communication and critical thinking; and

WHEREAS, these are the very skills that business leaders desire in a rising workforce and the very attitudes that are essential to the survival of our democracy; and

WHEREAS, imposing relentless test preparation and mere memorization of facts to enhance test performance is doing little more than stealing the love of learning from our students and assuring that we fall short of our goals; and

WHEREAS, we do not oppose accountability in public schools and point with pride to the stellar performance of our students, but believe that the system of the past will not prepare our students to lead in the future and neither will the standardized tests that so dominate their instructional time and block our ability to make progress toward a world-class education system of student-centered schools and future-ready students.

THEREFORE BE IT RESOLVED THAT THE Albemarle County School Board calls on the Virginia General Assembly to reexamine Virginia public school assessments and the system of accountability for which they form the basis and to improve the current accountability system so that it encompasses balanced assessments, reflects greater validity, uses more cost efficient sampling techniques and other external evaluation arrangements, allows for expedited test retakes, and more accurately reflects what students know, appreciate and can do in terms of the rigorous standards essential to their success, enhances the role of teachers as designers, guides to instruction and leaders, and nurtures the sense of inquiry and love of learning in all students.

Signed this 10th day of October, 2013.

By: 
Stephen H. Koleszar, Chairman



Practice Performance Task

OVERVIEW

The College and Work Readiness Assessment (CWRA+) is a performance-task based assessment that measures your critical thinking, analytic reasoning, problem solving, and written communication skills.

A CWRA+ Performance Task presents a real-world situation in which an issue, problem, or conflict is identified. You are asked to assume a relevant role to address the issue, suggest a solution, or recommend a course of action based on the information provided in a document library.

Typically a full CWRA+ Performance Task contains six to twelve documents in the library, and students have 60 minutes to complete the task. The document library contains a variety of reference sources that can vary such as technical reports, data tables, newspaper articles, office memoranda, emails, and other every-day materials.

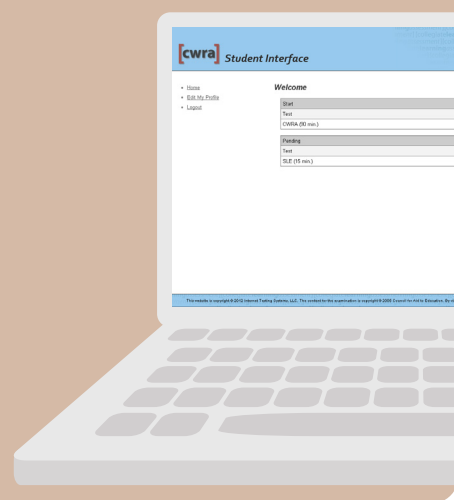
The CWRA+ contains a variety of different Performance Tasks. You might be asked, for example, to evaluate the claims about the cause of an event (as you will be doing in this practice performance task that follows), or recommend a course of action where you must decide between options that have desirable and undesirable features.

What is presented in the practice example is a much abbreviated version of a Performance Task. It illustrates some of the key components you will find in completing the CWRA+. The example only includes two documents, with only one question posed. Nevertheless, please familiarize yourself with how the Performance Task includes a real-world scenario, a question, and a series of documents that reflect authentically what you might actually find in this situation.

This example is also intended to familiarize you with what is expected in a high-quality response. The example response demonstrates the student's critical thinking, analytic reasoning, problem solving, and written communication skills.

ADDITIONAL INFORMATION

- The CWRA+ is an online assessment
- It is delivered through a secure browser
- For more information about the CWRA+, please visit cae.org.
- You may also email the CWRA+ Team at clateam@cae.org.



INSTRUCTIONS

This is an example of a brief Performance Task. In the course of this practice performance task, you will prepare a written response to a hypothetical but realistic situation. The Performance Task is made up of an introductory scenario, a question, and some documents that include several information sources. You will use information from the documents in carrying out the task.

While your personal values and experiences are important, you should base your response on the evidence provided in these documents.

PERFORMANCE TASK

ROLE

You are a staff member for an organization that analyzes the accuracy of policy claims made by political candidates. The organization is non-partisan, meaning that it is not influenced by, affiliated with or supportive of any one political party or candidate.

SCENARIO

Leila Jainson is running for reelection as the mayor of Stoneville. Mayor Jainson's opponent in this contest is Dr. Carl Greer. Dr. Greer is a member of the Stoneville City Council. During a recent TV interview about cell phone use, Dr. Greer claimed that these phones interfered with people's ability to operate a motorized vehicle and caused vehicle-related accidents in Stoneville. Dr. Greer said that reducing cell phone usage while driving motorized vehicles would lower the city's vehicle-related accident rate. To support this argument, Dr. Greer presented a chart that compared the percentage of drivers who use cell phones while driving to the number of vehicle-related accidents. Dr. Greer based this chart on cell phone use and community data tables that were provided by the Stoneville Police Department and government population counts.

TASK

Your job is to evaluate Dr. Greer's claims. To do so, please answer the question that follows, using the supporting documents provided (labeled A and B). Your answers should include the appropriate or relevant evidence (drawn from documents A and B) necessary to support your position.

QUESTION

Dr. Greer claims that "reducing cell phone usage while driving motorized vehicles would lower the city's vehicle-related accident rate" (Document B exhibits the chart Dr. Greer used to support this statement).

1. What are the strengths and/or limitations of Dr. Greer's position on this matter? What specific information in Documents A and B led you to this conclusion? What additional information, if any, would you like to have had?



SERVING STONEVILLE FOR OVER 50 YEARS

The two tables below present data about the city's five regions. The percentage of registered drivers who use cell phones while operating a motorized vehicle (Table 1) was obtained from a population survey. The middle column of Table 1 shows the number of registered drivers involved in a motorized vehicle-related accident. The number of registered drivers (Table 1) and the percentage who are college graduates (Table 2) are based on 2005 government population counts. The percentage of moving violation offenders in Stoneville (Table 2) is based on 2005 Stoneville Police Department data.

TABLE 1: VEHICULAR ACCIDENTS STATISTICS

Region	Percentage of drivers who use cell phones while operating a motorized vehicle	Number of registered drivers involved in a vehicle-related accident	Number of registered drivers	Number of vehicle-related accidents per 1,000 drivers
East	1	72	8,396	8.58
South	3	110	13,099	8.40
North	5	171	18,886	9.05
West	8	204	23,993	8.50
City Center	10	222	25,875	8.58

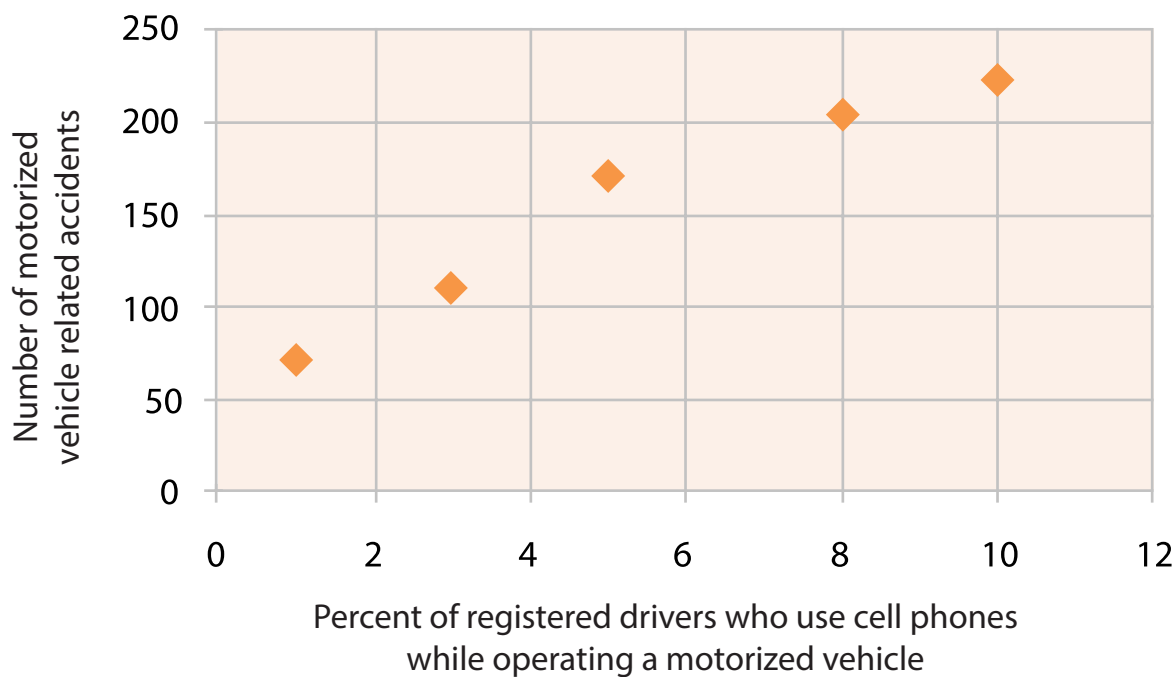
TABLE 2: DEMOGRAPHIC CHARACTERISTICS

Region	Percentage of moving violation offenders in Stoneville	Percentage of drivers who are college graduates
East	60	22
South	50	16
North	40	11
West	35	9
City Center	45	3

DR. GREER'S CHART

Dr. Greer used the chart below during a TV interview to show the relationship between the number people who use cell phones while driving a motorized vehicle and vehicular accidents in Stoneville. This chart is based on data that were provided to Dr. Greer by the Stoneville Police Department (Document A).

Motorized Vehicle Accident and
Cell Phone Use in Stoneville



ANSWER SHEET

Please use the pages provided to answer question from the Performance Task scenario section. If necessary, additional paper can be used.

Dr. Greer claims that reducing cell phone usage while driving motorized vehicles would lower the city's vehicle-related accident rate (Document B exhibits the chart Dr. Greer used to support this statement).

1. What are the strengths and/or limitations of Dr. Greer's position on this matter? What specific information in Documents A and B led you to this conclusion? What additional information, if any, would you like to have had?

SAMPLE RESPONSE

Below is a sample of a high-quality response to this Performance Task and a rationale as to why it is considered such. This was developed to help you understand what is expected of a good response. However, please keep in mind that it by no means covers every possible response.

It is highly recommended that you take time to formulate your own response before reviewing this one.

I cannot agree with Dr. Greer that “reducing cell phone usage while driving motorized vehicles would lower the city’s vehicle-related accident rate.” Dr. Greer’s strategy of looking for root causes of vehicle-related accidents is a good one, but cell phone use while driving may not be the primary cause of vehicular accidents in Stoneville.

The chart he showed in his TV interview (Document B) seems to show that vehicle-related accidents increase along with the percent of registered drivers using cell phones while driving. However, Dr. Greer is either misunderstanding the information he gathered from Document A to create his chart, or he is misleading the public. What his chart (Document B) does not show is the population of each region. Therefore, the chart ends up comparing a number with a percent, which is not meaningful. Dr. Greer is correct in saying that the number of vehicle-related accidents increases with the total number of registered drivers living in each region, but he fails to consider number of accidents per 1,000 drivers. When I look at the tables provided by the police department (Document A), I can see that the number of vehicle-related accidents per 1,000 drivers stays relatively constant regardless of the percentage of drivers using cell phones while operating a motorized vehicle. You would expect the region with 1% cell phone users while driving and the one with 10% to have very different vehicular accident rates, but in fact, they are the same at 8.59. This suggests that reducing cell phone use while driving a motorized vehicle may not affect the vehicular accident rate at all.

There are many things that cause vehicle-related accidents. The North region has 5% of cell phone users while operating a motorized vehicle, but a noticeably higher vehicular accident rate of 9.04%, so it leads one to wonder what is going on in this region. It would be wise to examine this region to get an idea of all the other possibilities that may exist for vehicular accidents.

WHY THIS IS A HIGH-QUALITY RESPONSE

- Clearly states position and provides rationale
- Weighs other options, but presents a position based on available evidence
- Raises issues about cause and provides specific supporting evidence that raises doubts about cause
- Discards irrelevant information (e.g. percent of registered drivers who are college graduates)
- Provides a well-organized response
- Provides a well-constructed response with complex sentences that vary in structure and length
- Recognizes a need for additional information and made a specific recommendation on the type of information

Summary of Legislative Changes to the Virginia Retirement System
2003-2013

Year	Bill Number	Summary of Changes
2013	Budget Bill	Optional Retirement Plan. Employers will not pay a surcharge for faculty employees who are in an Optional Retirement Plan (ORP). Employers will only pay the ORP contribution rate for these employees. A state agency that involuntarily separates employees under the Workforce Transition Act will be required to make a direct payment to VRS for 15 percent of an employee's creditable compensation unless the involuntary separation meets certain requirements in the Appropriation Act and Department of Human Resource Management (DHRM) personnel policies, as certified by the Department of Planning and Budget (DPB) and DHRM. Employers that meet the requirements will be eligible for the contribution holiday under the Workforce Transition Act if certified by DPB and DHRM.
2013	HB 1532 and SB 854	Hazardous Duty. For political subdivisions that have not adopted enhanced benefits for some or all of their hazardous duty employees (law enforcement, emergency medical technicians and firefighters), this bill offers an opportunity for employers to make an irrevocable election to provide Plan 1 age and service provisions for Plan 2 employees. Employers may make this election for any of these hazardous duty groups with an effective date no earlier than January 1, 2014. In addition, once you make this election, your selected hazardous duty employees hired after January 1, 2014 will not be eligible for the Hybrid Retirement Plan and will be covered under Plan 2 with Plan 1 age and service provisions. Under Plan 1 age and service requirements, employees can retire with an unreduced benefit at age 65 with at least five years of service credit or age 50 with at least 30 years of service credit. Employees can retire with a reduced benefit at age 55 with at least five years of service credit or age 50 with at least 10 years of service credit.
2013	SB 995	Technical Corrections. A number of technical corrections were made to retirement plan provisions enacted by the 2012 General Assembly. Examples include: Hybrid Retirement Plan participants are not subject to automatic enrollment in the supplemental Commonwealth of Virginia 457 Deferred Compensation Plan sponsored by VRS. However, eligible employees can enroll voluntarily. Hybrid Retirement Plan participants are not eligible to participate in the Commonwealth of Virginia Cash Match Plan until they meet the maximum voluntary contribution amounts for the defined contribution portion of the Hybrid Retirement Plan. The Cash Match Plan is part of the VRS-sponsored deferred compensation plan and is optional for participating employers. State employees who previously opted out of the Virginia Sickness and Disability program (VSDP) and elect to opt into the Hybrid Retirement Plan during a one-time election window must participate in VSDP. Judges appointed after January 1, 2014 also will participate in VSDP. Under the Virginia Local Disability Program or a comparable plan, school divisions and political subdivisions that provide health insurance coverage to employees also must provide health insurance to those on short-term disability and offer a group rate, if any, to employees on long-term disability.
2012	HB 1130 and SB 498	Defined Benefit Plan Adjustments. Changes to the following features of the defined benefit plan: average final compensation; retirement multiplier; earliest eligible retirement date; purchase of prior service; cost of living (COLA) adjustment effective date; COLA calculation. Creates mandatory hybrid plan for all employees hired as of 1/1/2014. Localities must purchase their own long term disability coverage or opt into VLDP.
2012	SB 497	Political Subdivision and School Board Member Contributions. School division and political subdivision employees whose employers currently pay all or part of the 5 percent contribution on their behalf will begin paying the member contribution effective July 1, 2012 on a salary reduction basis. Employers have the option to elect to phase in the amount the employee pays at a minimum of 1 percent in each of the next five years. The bill provides for an offsetting salary increase in the amount the employee begins paying on July 1. All Plan 1 and Plan 2 employees who are hired or re-employed on or after July 1, 2012 must pay the entire 5 percent member contribution with no phase-in option.
2011	Budget Bill	Changes provisions of: Plan 1 Member Contributions; State Employer Contribution Payments; Line of Duty Act Fund; Cash Match Increase for DC Plan Participants; Employer Contribution Rate Increases.
2011	HB 1794	Collection of Overpayments. Under certain conditions, VRS may collect member or beneficiary benefit overpayments from the employer. These situations include overpayments resulting from: A retiree granted a salary increase by the employer that is not related to a promotion and the primary purpose is to increase the retiree's benefit; An employer hiring a retiree in a non-covered position without complying with the provisions that govern the bona fide break in service and other return-to-work requirements; or an employer hiring a retiree in a covered position while the employee continues to receive a retirement benefit.
2011	HB 1795	Technical Corrections for Plan 2 Members. Provisions of various Virginia Code sections have been updated to recognize the difference in certain benefits for Plan 2 members: Plan 2 state employees must be at least age 60 to qualify for retirement under the Workforce Transition Act (WTA); An employee who is approved for disability benefits on or after the date that is five years prior to his or her normal retirement date is eligible for five years of disability benefits; Certain state employees and county, city and town employees covered under VRS who have 20 or more years of service credit may be eligible to retire with an unreduced benefit at age 50 if they are in Plan 1 or age 60 if they are in Plan 2 if they are involuntarily separated from employment; Plan 2 death-in-service benefit calculations for non-hazardous duty employees will assume age 60; optional group life insurance coverage for Plan 2 disability and service retirees and their dependents will continue until their normal retirement age under their plan if they do not convert their coverage to an individual policy upon retirement. HB 1795 also allows members covered under the Virginia Sickness and Disability Program (VSDP) to purchase prior service credit for periods on short-term work-related disability when the 5 percent employee contribution was not made because the employee was receiving workers' compensation benefits and not the VSDP benefit. The purchase rate is 5 percent of creditable compensation.

Summary of Legislative Changes to the Virginia Retirement System
2003-2013

2011	HB 2905	Loss of Benefits for Certain Felony Convictions. Upon notification by the employer to VRS, members who are convicted of a felony associated with the performance of their job duties on or after July 1, 2011 will forfeit their eligibility for retirement, life insurance, VSDP and VSDP long-term care benefits. If these members are convicted after they begin receiving benefits, their benefits will stop. These members will be eligible for a full or partial refund of their member contributions and interest based on whether or not they are vested, as provided under legislation effective last July 1. If the person returns to a covered position at a later date, the service lost as a result of the felony action cannot be purchased.
2010	HB 1189 and SB 232	Plan Design Changes. This bill creates a new benefit structure for members hired or rehired on or after July 1, 2010. The new provisions are referred to as the VRS Plan 2 and the current provisions as the VRS Plan 1. "Rehired" members are those who take a refund of the funds in their member contribution account or optional retirement plan account from a previous position and return to covered employment with no service credit in VRS. Current members, deferred members and current retirees are in Plan 1. Deferred members are not currently employed but still have service credit in VRS.
2010	HB 560	Virginia Sickness and Disability Program. Last year, the 2009 Appropriations Act provided for a one-year eligibility period for non-work related short-term disability coverage and a 60 percent cap on short-term disability income replacement during the first five years of employment for members hired or rehired on or after July 1, 2009. HB 560 codifies these changes in the Code of Virginia Title 51.1.
2010	HB 561	Optional Life Insurance. This bill clarifies that the VRS Board of Trustees sets the maximum amount of optional life insurance. It also clarifies that members on leave without pay while on active military duty are responsible for paying their optional life insurance premiums.
2010	HB 562	Cost-of-Living Adjustment (COLA). This bill clarifies that during periods of deflation, the VRS COLA adjustment will be 0 percent rather than a negative percentage that would result in a reduction in the monthly retirement benefit. Retirees become eligible for an annual COLA beginning on July 1 of the second calendar year after retirement.
2010	HB 892	Refunds. This bill requires that members who are not vested are not eligible for a refund of any contributions employers may make to their member contribution accounts after July 1, 2010 or the interest accrued on those funds. Vested members will continue to receive a refund of employer-paid member contributions and member-paid contributions, plus interest. All member-paid contributions are refundable regardless of vesting.
2009	Budget Bill	Virginia Sickness and Disability Program. The Appropriations Act provided for the following changes to the Virginia Sickness and Disability Program (VSDP): State employees hired or rehired on or after July 1, 2009 become eligible for nonwork related disability coverage after one year of continuous employment. Their eligibility for sick, family and personal leave, work-related disability coverage and coverage under the VSDP Long-Term Care Plan is effective with the first day of employment. In addition, they receive income replacement equal to 60 percent of their pre-disability income for non-work related or workrelated short-term disability during the first five years of continuous employment. After five years, they become eligible for 100 percent of their pre-disability income at the beginning of a short-term disability period, which decreases to 80 percent and then 60 percent depending on their months of career state service. The time period between successive periods of short-term disability increased from 14 to 45 consecutive calendar days. An employee who goes on short-term disability, returns to work with a full release from his or her physician and then goes out again for the same condition within 45 consecutive calendar days is considered to be on the same claim. The employee does not have to fulfill another seven-calendar day waiting period, and the VSDP benefit resumes at the same income replacement level. In addition, the days the employee works between successive periods of short-term disability do not reduce the days remaining on short-term disability.
2009	SB 919	K-12 Critical Shortage Positions. Extended the sunset date from July 1, 2010 to July 1, 2015 for provisions allowing retirees to be hired as teachers or school administrative personnel in K-12 critical shortage positions without interruption in their retirement benefits.
2008	HB 245	Child Support Liens. Allows the Department of Social Services (DSS) to file child support liens against members' and retirees' life insurance policies administered by VRS. Upon the death of any member or retiree with such a lien, VRS must disburse life insurance proceeds to DSS to satisfy the member's or retiree's outstanding child support obligations before distributing the remainder to the member's or retiree's beneficiaries.
2007	HB 1830	Deferred Compensation Plan. Changed the participation in the deferred compensation plan. All classified state employees hired or re-hired on or after January 1, 2008 will automatically be enrolled in the Commonwealth of Virginia 457 Deferred Compensation Plan and given the opportunity to opt out of the plan within 90 days after the first deferral.
2007	HB 2370 and SB 1218	Health Insurance Credit. Increased the monthly health insurance credit from \$2.50 to \$4 for each year of service credit for teachers and school administrators who retire with at least 15 years of service credit, effective July 1, 2007. The bill also removed the health insurance credit maximum of \$75 per month for retired teachers with more than 30 years of service and changed the formula for the health insurance credit for disability retirement.
2006	SB 99	Teaching in Critical Shortage Areas. Allows retirees other than retired teachers to teach in critical shortage areas while continuing to receive a retirement allowance provided the retiree becomes licensed by the Virginia Board of Education to serve as a teacher or an administrator in a local public school system.
2005	HB 1651	Group Life Insurance. Changed the maximum limits for optional life insurance and the timeframe for review of the maximum limits by the VRS Board of Trustees.
2005	HB 1925	Health Insurance Credit. Requires constitutional officers to have at least 15 years of service as a constitutional officer in order to qualify for the health insurance credit. This legislation codified budget language from the 2004 General Assembly session.
2005	SB 785	Mandatory Retirement Payments. Conformed state statutes to federal regulations regarding mandatory payments of retirement benefits at age 70 years and six months for members no longer working in a VRS-covered position.

Summary of Legislative Changes to the Virginia Retirement System
2003-2013

2004	HB 199	Basic Group Life Insurance. Provides retirees who have at least 20 years of creditable service and return to work in a covered position with life insurance coverage equal to either twice their annual salary or the amount for which they would have been eligible had they remained retired, whichever is greater. House Bill 199 also provides that active members with at least 20 years of creditable service will have their life insurance benefit based on their highest annual salary.
2004	HB 551	Administrative Fees. Permits political subdivisions offering the deferred compensation program to collect the administrative fees that VRS charges from their employees participating in the plan.
2004	HB 576	Virginia Supplemental Retirement Plan. Allows school boards to offer a new supplemental retirement benefit, called the Virginia Supplemental Retirement Plan (VSRP), to qualified employees who serve in under-achieving schools as "turnaround specialists" or members of the Middle School Teacher Corps. VSRP does not replace the defined benefit plan.
2003	HB 1717	Option for School Superintendents. Allows school superintendents with five years of VRS service to purchase an additional 10 years of out of state service. The superintendent must be ineligible for an out-of-state benefit. The cost to purchase the service is 10 percent if purchased within one year of becoming eligible to purchase. If purchased after the first year of becoming eligible the cost moves to actuarial equivalent cost. The employer may purchase the service for the superintendent. If, after purchasing the service, the superintendent does not remain in employment for a period equal to the service purchased, the remaining service purchased is removed from the record and the contributions are refunded.
2003	HB 2487	New Plan Option. This bill provides members with a temporarily increased retirement benefit. Members who retire from service on or after July 1, 2003 and who have not attained normal retirement age under the Social Security Act may elect to receive an increased retirement allowance based on their estimated Social Security benefit. This temporarily increased benefit begins on the effective date of retirement and continues to the age specified by the member for the benefit to reduce. The age specified by the member must be at least age 62, but no later than the retiree's normal retirement age under the Social Security Act. The legislation prohibits a benefit to decrease more than 50 percent of the member's basic benefit at the time the member attains the age chosen for the benefit to decrease. Cost-of-living allowance increases after retirement is calculated on the basic benefit amount. A member retiring under 50/10 is ineligible to elect this option. These payments cannot be rolled over to another qualified plan or IRA.
2003	SB 905	Life Insurance. Senate Bill 905 changes the basis for determining the amount of life insurance coverage in retirement from the final salary paid to an employee to the highest salary paid. The legislation also affects the amount of life insurance coverage for retirees who return to covered employment. The amount of life insurance will be based on the higher of the amount the individual was receiving in retirement or the amount the individual is eligible for based on the salary of the current position. An individual must have retired with 25 years or more of service and after July 1, 1999 to be eligible for the higher benefit.