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|---|--|---------|-----------|----------|-----------|
| 1 | Will the Budget at a Glance be available, at least on the website, in other languages?   | Finance | 2/24/2022 | 3/2/2022 | 3/4/2022  |
| 2 | Can we see the lists of the items that were FY 2022 one-time reductions and FY 2022 continuing initiatives that were not included in the FY 2023 budget? | Finance | 2/24/2022 | 3/7/2022 | 3/11/2022 |
| 3 | Would it be possible to have a summary chart of all school-based vs. non-school based positions in the FY 2023 budget?                                   | Finance | 2/24/2022 | 3/7/2022 | 3/11/2022 |

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|    | inflate class sizes, and it would correct for the outdated planning factor.     |                 |  |  |  |
| 14 | Why do we need a \$235K outlay for CTE start-up costs at the W-L Annex? (p.258) | Academics - CTE |  |  |  |

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| 26 | Incentives for summer school remain the same as last year (\$605K). Given the challenges we had with staffing summer school last year, why aren't we upping the incentive this year or at the very least adding contingency funding if it proves necessary? What funding will be required for virtual summer school for VLP students who qualify? (p.279) | Academics – Summer School   | 3/7/2022 | 3/11/2022 | 3/11/2022 |
| 27 | In the ZBBD, \$138K additional baseline funding was requested in World Languages. How much of this if any made it into the Superintendent's Proposed Budget, and what prompted the increase from FY22?  | Academics – World Languages | 3/7/2022 | 3/14/2022 | 3/18/2022 |
| 28 | The budget narrative says that hiring a Director of Policy will allow for the disbanding of the Policy Review Team. (p.51) How will other staff, including building-level staff, be engaged if there is no PRT?   | Chief of Staff              | 3/7/2022 | 3/9/2022  | 3/11/2022 |
| 29 | MERV-13 air filters: Would this expenditure ensure that all of our classrooms and common areas have the appropriate number of air changes needed? For how long would that be the case (e.g., how often do these filters need replacing?) (p.320, \$307K)  | Facilities                  | 3/7/2022 | 3/15/2022 | 3/18/2022 |
| 30 | 5 schools in MC/MM are getting HVAC in 2022-23. What is overall schedule (longer-term) and the criteria used to determine priority?   | Facilities                  | 3/7/2022 | 3/15/2022 | 3/18/2022 |
| 31 | Asbestos mitigation measures at W-L Annex: "asbestos mitigation" has not been mentioned in the renovation of other facilities in the past. Is there a special issue here? (p.320, part of \$47.5K)  | Facilities                  | 3/7/2022 | 3/15/2022 | 3/18/2022 |
| 32 | The narrative for Sustainability Liaisons at participating schools says they support "literacy, numeracy, and outside learning goals." Can you say more about that? (p.310, \$22K)  | Facilities                  | 3/7/2022 | 3/15/2022 | 3/18/2022 |
| 33 | What happens to Safe Routes to School next year, since there is no more state funding for it? (p.404)   | Facilities                  | 3/7/2022 | 3/15/2022 | 3/18/2022 |
| 34 | Now that the County is planning a student bus-pass project, are we continuing to fund the ART bus pilot at \$100K? Is this funding still needed in our budget?  | Facilities                  | 3/7/2022 | 3/15/2022 | 3/18/2022 |

35 What is the status of field trip opportunities at D.00 46w5rtuni00 46w5.006 TD.4 yual s3tse from4.2395 .6(nt bus-)T34 3.443

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| 37 | In the revision of middle school planning factors to account for the team-based approach: when we staff based on the formula of "130 students," does that 130 include everyone? More specifically: does it include students with disabilities who are currently counted as 1/7 of a student? (Referencing ASEAC's planning factor work and recommendations here.) | Finance | 3/7/2022 | 3/10/2022 | 3/11/2022 |
| 38 | Title II, Part A: \$653K in federal funds, up considerably from previous years. Why the increase and also why does narrative say "these positions are no longer provided"? (p.396)  |         |          |           |           |

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|    | the adjustment and what would it cost to include them?   |                           |          |           |           |
| 45 | What are the current TDM incentive amounts we offer to staff? Are we fully funding the TDM program at this point?  | Facilities & Operations   | 3/7/2022 | 3/15/2022 | 3/18/2022 |
| 46 | Could you please clarify what is happening with the Employee Assistance Program next year? The budget narrative reads: "In order to continue providing existing services, the EAP is decreased by \$23,283. Details of these increases follow." ?? (p.349) | Human Resources / Finance | 3/7/2022 | 3/16/2022 | 3/18/2022 |
| 47 | Do we really need \$200K for continued compensation studies? Could we apply that towards a planning factor review instead? (and/or use the \$75K allocated for budget studies to that end?)  | Human Resources / Finance | 3/7/2022 | 3/16/2022 | 3/18/2022 |

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| 55 | Shouldn't we keep these in the budget given the significant social, emotional and mental health needs we're seeing? (p.295)<br>If we keep the 2 psychs and 2 social workers that are otherwise being eliminated due to a planning |  |  |  |  |

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| 60 | Please provide a summary of how other school divisions pay speech therapists as we have heard that they are not placed on the teacher salary scale as they are in APS.   | Human Resources                                 | 3/16/2022 | 3/22/2022 | 3/25/2022 |
| 61 | How many schools would be implementing the responsive classroom training with the funds in the FY23 budget?  | School Support                                  | 3/16/2022 | 3/25/2022 |           |
| 62 | What is the savings in FY23 from not opening the Planetarium? How soon would the director need to be hired in order to have the Planetarium ready to open in Fall 2023? Also, outline the costs for field trips, buses, etc. | Academics / Finance / Facilities and Operations | 3/23/2022 |           |           |
| 63 | How many field trips are currently funded by the PTA? How many field trips outside of the Outdoor Lab, swim program, and Planetarium are run each year?  | Facilities and Operations                       | 3/23/2022 |           |           |



March 18, 2022

Members of the School Board

Dr. Francisco Durán, Superintendent

Bridget Loft, Chief Academic Officer

For the proposed reduction in HS class sizes by 1: Would it make more sense to revise the high school planning factor for students with disabilities to count them as 1 student (instead of 1/7, as is currently the case)? This would have the same net effect of reducing class sizes, because SWD are currently undercounted and inflate class sizes, and it would correct for the outdated planning factor.

Currently, secondary students categorized as Cat 1, Cat 2 or students in a countywide class are not considered part of the overall general education student count for the whole day, they are only counted as being part of the general education classes for one of seven periods. This contrasts with how elementary students with disabilities (SWD) are counted and makes the assumption that students with 15 hours or more are segregated for most of the day. The proposal is to match the elementary model in which all students are counted as general education students first. Schools are then allocated additional special education staffing to support their unique learning needs.

Scheduling students into co-taught sections becomes a challenge when there are not enough sections and when schools attempt to adhere to research and best practices on the ratio of SWD and non-disabled students in a class. The VDOE guidance document on this issue suggests that best practice is targeting between "natural proportion," e.g., the percentage of students with disabilities in APS as a whole which is around 15%, and a maximum of 25% SWD per classroom, based on available research.

Revising the current classroom teacher staffing formula for high schools and the H-B Woodlawn



ARLINGTON PUBLIC SCHOOLS

MEMORANDUM

DATE: March 15, 2022

TO: Members of the School Board

VIA: Dr. Francisco Durán, Superintendent

FROM: Dr. Dashan Turner, Assistant Superintendent, Human Resources

**BUDGET QUESTION:** Elementary assistant principals are tasked with coordinating testing at their schools, except for Title I ES which are each allocated a 0.5 FTE testing coordinator. For schools without a dedicated 0.5 testing coordinator, the APs are tasked with organizing an increasing number of tests (and risk losing their licenses if they do so incorrectly, per the state). This coming year, there will be three SOL test administrations per school, plus others (NNAT, COGAT, etc.). What are we doing to compensate APs at schools that lack testing coordinators for this extra work?

**RESPONSE:** In non-Title I schools at the elementary level, assistant principals are functioning as testing coordinators. School administrators have many job duties such as observing classes, completing observations, handling disciplinary matters, and serving as testing coordinator, to name a few examples of job duties. At the same time, Title I schools have unique needs that require substantial data analysis and support with their school improvement plans, both of which are needed to support adequate gains in student achievement. Currently, we have 4.0 FTE budgeted STCs at the elementary level; however, elementary principals can and have used their flex position for testing coordinators.



In addition, a consultant has been identified and hired to support the development of a district-wide professional learning plan.

#### G-scale

A G-scale planning team was established with representation from the varied G-scale job types, locations, and levels (special education, registrars, attendance, discipline, timekeepers, treasurers, and central office). This group has met monthly to analyze the learning needs and plan for PL offerings. In addition, the work of identifying G-scale competencies to guide growth and evaluation is in the beginning stages.

#### A-scale

The PLO has planned for [a year-long focused learning](#) for paraprofessionals with Inclusive Schooling. This series of sessions includes job-embedded professional learning specific to the needs and job responsibilities of paraprofessionals to be completed during district-wide and school-based early release days.

#### P- and E-scale

For these scales, the goal is to increase the utilization of the [Leader Competencies](#) to guide professional learning opportunities. New work includes central coordination of the regular gathering of APS directors to support and collaborate in addition to a team to guide the planning of this work.

#### X- and O-scales

Utilization by the departments of the APS PL system of record, Frontline, to document and share PL opportunities.

#### C- and M-scales

After initial conversations, these offices have their plan for training and support in place for the year. Future work will include utilization by the departments of the APS PL system of record, Frontline, to document and share PL opportunities. These scales will continue to receive training and support from their departments, and this group will also benefit from PL opportunities provided to all operational staff.

#### D-scale

In the fall learning needs assessment with the director, plans were made to support the cluster leads with the PL focusing on leadership and community building. These plans were put on hold as Cigna and internal technology support were utilized to conduct training to address immediate learning needs identified. The PLO will continue work to support new leadership in addressing learning needs.

#### T-scale

- x Preservice and yearlong planning with Academics
- x For 2022-23 Math and English Language Arts are planning symposiums for review of new resources if teachers attend

Future work of the PLO in research and development

- x District-wide PL plan
- x School/site PL planning framework
- x Competency development and evaluation revisions for all employees
- x PL offerings and calendar aligned to competencies
- x Mentor program for all scales
- x Career advancement opportunities for all employees

If professional learning were funded and staffed in a more robust way, would this change?

Additional staffing could provide more specialized focus and PL for all job types. In lieu of additional staffing, funding more programs, for example paid and trained mentors, and contracted PL might also serve APS staff.

Additional data analysis is available in [the 2021 PL Program Briefing Report](#)



ARLINGTON PUBLIC SCHOOLS

MEMORANDUM

DATE: March 21, 2022  
TO: Members of the School Board  
VIA: Dr. Francisco Durán, Superintendent  
FROM: Kimberley Graves, Chief of Schools  
Dr. Laura Newton, Director of Student Services

**BUDGET QUESTION:** If we keep the 2 school psychologists and 2 social workers that are otherwise being eliminated due to a planning factor adjustment, what would the actual ratio of psychologists/students and SWs/Students? What is the current industry recommended ratios for the two positions?

**RESPONSE:** The National Association of School Psychologists (NASP) recommends a ratio of 1:500 for psychologists to students. The National Association of Social Workers (NASW) recommends a ratio of 1:250 for social workers to students.

The current planning factor formula for social worker and psychologist positions is 1:775 K-12 students for each. Reinstating the 2.0 psychologist and 2.0 social worker positions would change the ratio to 1:731 K-12 students for each, based on current projections.

It is requested that these positions be reinstated for one year, pending review and recommendations for changes to the ratios for FY 2024.

ARLINGTON PUBLIC SCHOOLS

MEMORANDUM

DATE: March 18, 2022  
TO: Members of the School Board  
VIA: Dr. Francisco Durán, Superintendent  
FROM: Bridget Loft, Chief Academic Officer  
Raj Adusumilli, Assistant Superintendent for Information Services

BUDGET QUESTION: When was the last technology app study done?

RESPONSE: In October 2020, the Office of Academics and Department of Information Services conducted an inventory of applications and digital resources. A formal process for approval and deprecation of instructional applications was developed. The process for adopting new applications and digital resources was implemented this year and departments are collaboratively working to implement the deprecation process.

ARLINGTON PUBLIC SCHOOLS

MEMORANDUM

DATE: March 22, 2022

TO: Members of the School Board

VIA: Dr. Francisco Durán, Superintendent

FROM: Dr. Dashan Turner, Assistant Superintendent, Human Resources

**BUDGET QUESTION:** Please provide a summary of how other school divisions pay speech therapists as we have heard that they are not placed on the teacher salary scale as they are in APS.

**RESPONSE:** APS's Speech-Language Pathologists (SLP) compensation is at a higher rate than our regional partners. Human Resources collected regional data via our compensation consultant Segal. In reviewing the collected data, APS SLPs are currently ranked #2 in the