

## FY 2023 SCHOOL BOARD BUDGET QUESTIONS

#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
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
4	In the ZBBD, there was a requested increase for Management of the Office of Academics of \$996K. What, if any, of this carried forward into the Superintendent's Proposed Budget and can you share more about why the additional amount was requested? (p.4 of ZBBD)	Academics	3/7/2022	3/15/2022	3/18/2022
5	What happened to the Partnerships Coordinator role? It's not even included in the listing of frozen/deferred positions on p.65.	Academics	3/7/2022	3/15/2022	3/18/2022
6	Reading Recovery and Mastery Connect Assessment System: What is MCAS, and I thought we weren't using Reading Recovery anymore because it didn't align with structured literacy? (p.4 of ZBBD, Task 11; \$170K)	Academics	3/7/2022	3/15/2022	3/18/2022
7	"SOL remediation efforts of schools"—what is this? (p.4 of ZBBD, Task 18, \$100K)	Academics	3/7/2022	3/14/2022	3/18/2022
8	Planetarium: The School Board just approved \$220K in the FY21 closeout to purchase a new projector. Why did we not defer that purchase for a year and spend that money on something else, if we are not going to open the planetarium next year? (p.364)	Academics	3/7/2022	3/15/2022	3/18/2022
9	Larger than APS, but: Title I: without FARMs, how will we know which of our schools are Title I? (p.395)	DEI	3/7/2022	3/10/2022	3/11/2022
10	Title IV, Part A: \$190K. Very general description of what it can be used for... How are we spending it? (p.396)	DEI	3/7/2022	3/22/2022	3/25/2022
11	State fund for Early Reading Intervention has gone up (in Gov's proposed budget) considerably, to \$512K. It is tied to PALS. Does that present us with any issues since we are moving from PALS to DIBELS as our primary screener? Would it behoove us to choose one in order to reduce the amount of time students spend in testing? (p.403)	Academics	3/7/2022	3/15/2022	3/18/2022
12	2 FTEs realigned from Welcome Center to Chief Academic Office. Can you please share more about why they were realigned and what this means for staffing of the Welcome Center next year? (p.298)	Academics / School Support	3/7/2022	3/14/2022	3/18/2022
13	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	Academics/ Finance	3/7/2022	3/22/2022	3/25/2022

## FY 2023 SCHOOL BOARD BUDGET QUESTIONS

#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
	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	3/7/2022	3/15/2022	3/18/2022
15	What information do we have on the usage and ROI for Discovery Streaming, Wixie, and Nearpod? (p.40 of ZBBD, \$300K)	Academics – Educational Technology	3/7/2022	3/21/2022	3/25/2022
16	Edmentum: expansion of current usage. Can you share more? (p.44 of ZBBD, \$211K)	Academics - ELA	3/7/2022	3/14/2022	3/18/2022
17	I need help understanding “Resource/Professional Learning” line item in the ELA area of the “Zero-Based Budgeting Details” document (p.45, Task 7, \$3.2M). Includes \$2.5M in staffing, \$685K in Lexia/Writing Revolution).	Academics - ELA	3/7/2022	3/15/2022	3/18/2022
18	Some EL Teachers (15.6) and Instructional Assistants (4.5) are paid by OEL directly, vs. through school budgets. Can you share more about why this is the case? How does this relate to the planning factors we use to staff EL?	Academics – English Learners	3/7/2022	3/15/2022	3/18/2022
19	The ZBBD describes a baseline funding increase of \$233K since last year. (This is outside of the new funds requested for additional EL counselors, 0.5 FTE specialist role, etc.) Did this money get included in the Superintendent’s Proposed Budget and what accounts for the increase? (p.49 of ZBBD)	Academics – English Learners	3/7/2022	3/15/2022	3/18/2022
20	Gifted: I am concerned that this remains underfunded. We have schools ranging from 16 gifted students to more than 700, all staffed with one RTG. When will we revisit this planning factor to ensure a high level of support and service to our gifted students?	Academics – Gifted Services	3/7/2022	3/14/2022	3/18/2022
21	Health textbooks—in the ZBBD, only \$5K is requested and the narrative notes that we have not had health textbooks for the last 20 years. Why? (p.58)	Academics – Health and PE	3/7/2022	3/11/2022	3/11/2022
22	Could you please share the rationale for adding a new coordinator for the Functional Life Skills program? If we are trying to move towards greater inclusion for SWD, this FLS position does not seem to support that goal.	Academics – Special Education	3/7/2022	3/11/2022	3/11/2022
23	Student Support Coordinators: What evidence of impact are we collecting at schools where these positions have already been added? (p.36, \$0.93, 7 FTE)	Academics – Special Education	3/7/2022	3/11/2022	3/11/2022
24	Behavior specialists: I am concerned that this is reactive rather than proactive and it is “fixing the child” focused rather than examining the way that the adults and the school environments might need to change. Why are we creating positions that are framed this way, rather than hiring inclusion coaches or classroom culture interventionists?	Academics – Special Education	3/7/2022	3/14/2022	3/18/2022
25	The “Zero-Based Budgeting Details” document lists \$100K needed for contracted OT/PT services, with \$0 allocated towards this purpose in FY22. What has changed? (p.100 of ZBBD)	Academics – Special Education	3/7/2022	3/11/2022	3/11/2022

## FY 2023 SCHOOL BOARD BUDGET QUESTIONS

#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
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 our elementary schools?	Facilities	3/7/2022	3/15/2022	3/18/2022
36	The \$800K in staff contingency is a recurring element of the budget—is that correct? If that's the case, then what have we historically actually spent of this funding, and what happens to it if it isn't needed—does it move to closeout?	Finance	3/7/2022	3/15/2022	3/18/2022

## FY 2023 SCHOOL BOARD BUDGET QUESTIONS

#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
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)	Finance/ Human Resources	3/7/2022	3/14/2022	3/18/2022
39	In the FY22 and proposed FY23 budgets, a significant number of FTE's were converted from contingency to budgeted positions. Why have the contingency funds not been adjusted to compensate for these changes?	Finance	3/7/2022	3/10/2022	3/11/2022
40	If approved, how long will the proposed adjustments in compensation keep us competitive with nearby districts?	Human Resources	3/7/2022	3/16/2022	3/18/2022
41	This year as last, we are cutting \$20K in support for NBCT study and credentialing. (p.346) Given the abundance of evidence that demonstrates positive impact of NBCTs on student achievement, why would we cut this? And why would we propose reallocating \$10K of this (on the next page) to cover printing costs for the teacher evaluation handbook, which is also accessible online? This seems shortsighted.	Human Resources	3/7/2022	3/16/2022	3/18/2022
42	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?	Human Resources	3/7/2022	3/21/2022	3/25/2022
43	Satisfaction with APS-provided professional learning experiences is low, as measured by staff responses to the "Your Voice Matters" survey questions. If professional learning were funded and staffed in a more robust way, would this change? What are we doing to increase the satisfaction with, and impact of, district-provided PL? (p.347, \$587K, 2.5 FTE)	Human Resources	3/7/2022	3/21/2022	3/25/2022
44	According to an assistant principal, while we are adjusting for up to four missed steps, we are not adjusting for those missed steps if the employee is now in a different position. A simple example is a teacher who is now an AP. That person is not going to get compensated for their missed steps while a teacher. Why is this group excluded from	Human Resources	3/7/2022	3/16/2022	3/18/2022

## FY 2023 SCHOOL BOARD BUDGET QUESTIONS

#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
	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
48	There is no more free broadband service to students and families through the Comcast Service for Students (this year and next year)—so how are APS and Arlington County providing broadband to families who need it? (p.399)	Information Services	3/7/2022	3/9/2022	3/11/2022
49	I see the following COVID-related expenses included in the budget: a. Qualtrics (p.304, \$40K) b. Syphax screening staff (p.337, \$50K) c. MERV-13 air filtration upgrades (p.320, \$307K) However, I do not see contingency funding for masks, testing, outdoor lunch attendants or other potential costs. Are we expecting funding from other sources for these things or are we simply assuming we won't need them?	Safety, Security, Risk and Emergency Management	3/7/2022	3/22/2022	3/25/2022
50	\$180K for website upgrade. What specific changes are needed? Technical, UX, other? Unless there are specific problems that need to be addressed, it doesn't seem wise to spend this amount just because APS has exceeded the recommended # of years since the last refresh. (p.62)	School and Community Relations	3/7/2022	3/14/2022	3/18/2022
51	When will we be able to get a sense of the actual costs of virtual learning next year for the students who qualify?	School Support	3/7/2022	3/16/2022	3/18/2022
52	Responsive Classroom: is \$20K enough? What evidence of effectiveness and/or fidelity of implementation do we have for schools already using RC? Is APS moving to RC district-wide and what does that mean for schools that use other systems like PBIS? (p.41, \$0.02)	School Support	3/7/2022	3/16/2022	3/18/2022
53	Trauma-Informed: Am I reading correctly that we only have \$1,000 total budgeted for trauma-informed instruction training next year (or is it \$1,000 over some baseline? Not clear). \$1,000 is simply not enough, IMO, given what students and families and staff members have been through...(p.290)	School Support	3/7/2022	3/16/2022	3/18/2022
54	Four fewer psychologist and social workers, per planning factors and enrollment adjustments.	School Support	3/7/2022	3/16/2022	3/18/2022

## FY 2023 SCHOOL BOARD BUDGET QUESTIONS

#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
	Shouldn't we keep these in the budget given the significant social, emotional and mental health needs we're seeing? (p.295)				
55	If we keep the 2 psychs and 2 social workers that are otherwise being eliminated due to a planning factor adjustment, what would the actual ratio of psychs/students and SWs /students be? What are the current industry-recommended ratios for the two positions?	School Support	3/8/2022	3/21/2022	3/25/2022
56	<p>During tonight's BAC, one of the members mentioned an analysis they had done of the staffing ratios across schools that raised a question for me about how we looked at our budget before launching it. It sounds like she did an analysis of ranking the total spend at schools (unclear if it was just instructional total or the overall total) and noted that there was an inverse relationship between the highest funded schools and demographic diversity.</p> <p>A couple of questions that raised:</p> <p>1) Did we do an analysis like this looking at when we built out the budget? If yes, what did it tell us and what are the headline messages that came out of it? If not, is this something we could do going forward (especially in a new budgeting platform)?</p> <p>2) A messaging question: When this comes to us from the community, do we have a response to this push?</p> <p>I do not believe that her analysis factored in enrollment, which likely explains some of this differential. However, I think this raises the same question we've talked about in the past regarding use of staffing contingency and disparate uses of staffing dollars that have come in the past.</p>	Finance	3/10/2022	3/15/2022	3/18/2022
57	When was the last technology app study done?	Information Services / Academics	3/14/2022	3/22/2022	3/25/2022
58	Please provide a summary of all the instructional software being used in the system and what it costs. Have we done any evaluations of the effectiveness of individual software systems?	Academics	3/14/2022	3/22/2022	
59	<p>Please provide a staff response to the Student Services Advisory Committee Recommendation #1, which is to "conduct a full program evaluation of the APS Student Services Dept programs and services relating to the SEL programs and the tiered system of support."</p> <p>According to the SSAC report, there has never been an evaluation of this program. This gets directly at one of our top school board priorities. Does staff support this recommendation? What would be the proposed timeline and cost?</p>	School Support	3/14/2022	3/16/2022	3/18/2022

## FY 2023 SCHOOL BOARD BUDGET QUESTIONS

#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
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		

**School Board Budget Question #: 23-10**

**ARLINGTON PUBLIC SCHOOLS**

**MEMORANDUM**

**DATE:** March 21, 2022  
**TO:** Members of the School Board  
**VIA:** Dr. Francisco Durán, Superintendent  
**FROM:** Dr. Jason Ottley, Chief Diversity, Equity and Inclusion Officer

**BUDGET QUESTION:** Title IV, Part A: \$190K. How are we spending \$190K? (p.396)

**RESPONSE:** Title IV Funds or the Student Support and Academic Enrichment Grants (Title IV, Part A) program provides funds for programs and activities to improve students' academic achievement by increasing the capacity of our school division. The funds provide all students with a well-rounded education through intervention programs, student supports and academic enrichment activities. It gives a central role in the achievement of historically disadvantaged students from poverty, students of color, students who receive special education services or students with limited English language skills. Said funds encourages schools to innovate and try new teaching methods, technology and personalized learning. Moreover, the funds are used to improve educational technology aiding in the academic achievement and digital literacy of all students.



**School Board Budget Question #: 23-13**

**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

**BUDGET QUESTION:** 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.

**RESPONSE:** 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 program by counting students with special education services as participating in seven general education periods a day as opposed to one period requires 34.20 teacher positions at \$3.3M. Offsetting this cost with the initiative in the Superintendent's Proposed budget (of decreasing the staffing formula by 1) results in an additional 20.2 positions at \$1.9M.

	FTE	Funds (in millions)
No decrease in staffing formula by 1 but change formula to include special education students from one period to seven periods	34.20	\$ 3.30
Offset: Decrease staffing formula by 1 at HS and HBW (proposed in Supt. Budget)*	(14.00)	\$ (1.40)
Additional FTE/Cost	20.20	\$ 1.90

*\*Adjusted with spring enrollment update.*

## School Board Budget Question #: 23-15

### ARLINGTON PUBLIC SCHOOLS

#### MEMORANDUM

**DATE:** March 21, 2022  
**TO:** Members of the School Board  
**VIA:** Dr. Francisco Durán, Superintendent  
**FROM:** Bridget Loft, Chief Academic Officer

**BUDGET QUESTION:** What information do we have on the usage and ROI for Discovery Streaming, Wixie, and Nearpod? (p.40 of ZBBD, \$300K)

**RESPONSE:** The Office of Educational Technology is conducting vendor meetings with Discovery Streaming, Wixie, Nearpod, and SeeSaw to discuss teacher usage, student usage, costs, and features. The outcomes of these meetings will be utilized as part of an internal ROI. The Office of Educational Technology expects to be able to identify redundancies, identify features and programs based on developmental level and compare this information to the costs of these programs.

The following action steps have been taken to achieve this goal:

1. An internal review of all contracts for these products
2. A search for a company that can assist with the approval process, stakeholder transparency, redundancy identification, ROI, and unapproved application/resource tracking. The two companies contacted were:
  - a. Learn Platform
  - b. LightSpeed

Meetings with vendors began last week to discuss the redundancy of their programs and how they can best support current student needs without increasing screen time or program costs. Vendors were asked to provide the following information:

- in-depth data of teacher usage
  - student usage data in relation to active or passive engagement
  - most commonly used features
  - a rationale for why their product should be renewed in comparison to the other products that offer the same feature
  - how they would provide professional development at no cost to support the continued usage of their product
3. ITCs will provide in-depth information as to efficacy of the four products being used at their schools and the impact removing them would have on instruction.

**School Board Budget Question #: 23-42**

**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.

ARLINGTON PUBLIC SCHOOLS

MEMORANDUM

**DATE:** March 1, 2022  
**TO:** Members of the School Board  
**VIA:** Dr. Francisco Durán, Superintendent  
**FROM:** Dr. Dashan Turner, Assistant Superintendent for Human Resources

**BUDGET QUESTION:** Satisfaction with APS-provided professional learning experiences is low, as measured by staff responses to the “Your Voice Matters” survey questions. If professional learning were funded and staffed in a more robust way, would this change? What are we doing to increase satisfaction with, and impact of, district-provided PL? (p.347, \$587K, 2.5 FTE)

**RESPONSE:**

**What are we doing to increase satisfaction with, and impact of, district-provided PL?**

In preparation for serving all operational staff, the Professional Learning Office (PLO) deployed the APS staff learning needs survey in the Spring of 2021. The PLO sought input on staff learning needs and will use the input to guide the planning of future learning activities. The learning needs of our larger instructional employee groups, T and A scales, were addressed via a different process by gathering input from lead teacher groups. After the responses were analyzed by employee group, the PLO and Talent Acquisition and Management teams met individually with the 15 corresponding directors to share the results and plan the next steps for each department (Fall of 2021). Each director shared recruitment needs, hiring goals, and team learning needs.

One finding indicated there was a need to personalize the learning offerings by department and job type and that each office/department was in a different place in the PL planning process. The PLO adjusted the strategy to be more individualized by department and scale and established a coaching role with the directors to help support their planning of PL experiences for their staff, resulting in coaching cycles by department.

Additional findings were:

1. All operational departments expressed the need for more formalized guided technology training.
2. All operational departments expressed the need for more formalized training for new managers/directors.
3. All operational departments utilize outside associations for job-specific learning/training
4. All operational departments expressed the desire to meet as a director group.
5. Most operational departments expressed a need for orientation on how APS works for operational frontline staff.

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**

- Preservice and yearlong planning with Academics
- 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**

- District-wide PL plan
- School/site PL planning framework
- Competency development and evaluation revisions for all employees
- PL offerings and calendar aligned to competencies
- Mentor program for all scales
- 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](#)

**School Board Budget Question #: 23-49**

**ARLINGTON PUBLIC SCHOOLS**

**MEMORANDUM**

**DATE:** March 22, 2022  
**TO:** Members of the School Board  
**VIA:** Dr. Francisco Durán, Superintendent  
**FROM:** Zachary Pope, Director, Safety, Security, Risk and Emergency Management

**BUDGET QUESTION:** I see the following COVID-related expenses included in the budget:

- a. Qualtrics (p.304, \$40K)
- b. Syphax screening staff (p.337, \$50K)
- c. MERV-13 air filtration upgrades (p.320, \$307K)

However, I do not see contingency funding for masks, testing, outdoor lunch attendants or other potential costs. Are we expecting funding from other sources for these things or are we simply assuming we won't need them?

**RESPONSE:** Contingency funding is not being requested at this time due to the expanding nature of guidance. If we notice that the need was to be present for additional masks or other potential eligible expenses under FEMA public assistance, there would be purchases made under this federal reimbursement program. Purchases under the public assistance program would have to be completed by July 1 under current guidelines from FEMA.

**School Board Budget Question #: 23-55**

**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.

**School Board Budget Question #: 23-60**

**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 region when comparing the minimum compensation (\$61,000), and APS SLPs are compensated 5% above the market average for the APS proposed FY23 budget. Additionally, when comparing the midpoint salaries for SLPs in the region against the proposed FY23 APS midpoint salary (\$90,481), APS is ranked #2 in the region and 5% to 8% percent above the market average based on an SLP holding their Certificate of Clinical Competence (CCC). Lastly, when comparing the maximum salary APS could offer to an APS SLP (\$119,962), APS is ranked #2 in the region. Further, SLPs are compensated 6% to 9% above the market average based on an SLP holding their CCC endorsement. In short, Arlington Public School SLPs are paid above the market average and are not underpaid.

Lastly, APS uses the teacher scale to determine SLP compensation. Using the teacher scale to determine SLP compensation is consistent across the DMV region. Please see the referenced data set below.

**Speech Language Pathologist  
Compensation Market Data**

**School Division FY22 10-month salaries**

School Division	Title	Scale	Grade/ Lane	Contract	Minimum	Midpoint	Maximum	# of Steps
APS Proposed FY23	SLP without CCC	Teacher	Master's	200	\$61,000	\$88,453	\$115,905	31
APS Proposed FY23	SLP with CCC	CAP-1	Master's	200	\$61,000	\$90,481	\$119,962	31
DCPS	SLP Elementary	WTU	ET-15	10 mo	\$60,067	\$85,123	\$110,179	16
Fairfax PS	SLP	Teacher	Master's	198	\$57,256	\$80,317	\$103,378	23
Falls Church PS	SLP	Teacher	Master's	200	\$58,096	\$81,220	\$104,344	29
Loudoun PS	SLP	Universal	U-16	197	\$65,246	\$86,370	\$107,494	20
Manassas City PS	SLP	Teacher	Master's	200	\$55,508	\$85,239	\$114,970	30
Prince William PS	SLP	Teacher	Master's	195	\$57,298	\$96,184	\$135,070	31
Montgomery PS (MD)	SLP	Teacher	Master's	10 mo	\$56,648	\$81,329	\$106,010	25
Prince George's PS (MD)	SLP	Teacher	Master's	10 mo	\$55,083	\$75,838	\$96,592	20
<b>School Division Average</b>					<b>\$58,150</b>	<b>\$83,952</b>	<b>\$109,755</b>	
<b>APS Market Ratio</b>	SLP without CCC				<b>105%</b>	<b>105%</b>	<b>106%</b>	
	SLP with CCC				<b>105%</b>	<b>108%</b>	<b>109%</b>	
APS Rank	SLP without CCC				2	2	2	
	SLP with CCC				2	2	2	