

SCHOOL BOARD BUDGET QUESTIONS

FY 2022 BUDGET DEVELOPMENT

May 2021

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Question 18: Have we selected and purchased the “explicit and systemic phonemic awareness/phonics resource” that was discussed during our November 12 meeting on PreK-2 literacy? If so, what is the resource and how are we planning to provide professional learning for teachers to support its implementation? Will this professional learning include information about the latest research on the science of reading? 5

Question 19: Does every school have a certified reading specialist? In the response to budget question #5 from January 2020 it appears that Mount Vernon Community School does not have a certified reading specialist. 6

Question 20: Given the council's decision to divert resources from our school resource officer program, which is a significant safety and student support offering in our secondary schools, what can be done to salvage this program until next year's city council budget - especially for TC Williams which as the largest high school in the state and in need of this critical support? 6

QUESTIONS FROM SCHOOL BOARD MEMBERS SENT TO STAFF

QUESTION 1: CAN YOU EDIT THE FOLLOWING TABLE FOR ACCURACY OR PROVIDE SOMETHING SIMILAR?

Question Number: 1
Board Member(s): Dr. Rief
Staff Respondent: Mr. Turner

Federal Coronavirus Relief Funding Received by ACPS

Funding Source	Amount	Application Due Date	Deadline to spend funds	Qualified expenditures or link detailing how funds were spent
CARES Act / ESSER I	\$3,631,222	8/1/20	9/30/21	https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf
CARES Act/ CRF	\$2,817,833	10/9/20	12/31/20	https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf
CRRSA / ESSER II	\$15,491,977.50	4/30/21	9/30/2022	https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf
American Rescue Plan / ESSER III	\$34,792,780.78	9/1/21	9/30/23	https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

QUESTION 2: GIVEN THAT THE CDC RECOMMENDATION FOR 3 FEET OF PHYSICAL DISTANCING BETWEEN DESKS MAY STILL BE IN EFFECT THIS FALL, ARE WE PLANNING TO HIRE ADDITIONAL TEACHERS TO ACCOMMODATE SMALLER CLASS SIZES? WHAT IS THE FORMULA BEING USED TO DETERMINE HOW MANY TEACHERS WE WILL NEED IN FY22?

Question Number: 2
Board Member(s): Dr. Rief
Staff Respondent: Dr. Hutchings, Dr. Wilkins

Hiring additional teachers must be considered with other factors such as the availability of classroom space, student attendance and potential funding for salaries. At this time, it will not be feasible to meet social distancing recommendations in the Fall 2021 while providing five days of in-person instruction for families that choose. In order to meet the Governor’s Executive Order to provide five days of in-person instruction, we will not be able to accommodate social distancing if still recommended in the Fall; however, we will implement all health and safety mitigations. Additional options to address this matter could include changes in the master schedule, change in start times, Saturday morning classes, etc. Our team meets biweekly to monitor our enrollment and staffing.

QUESTION 3: CAN YOU DESCRIBE THE JOB RESPONSIBILITIES FOR THE NEW OUT OF SCHOOL PROGRAMMING COORDINATOR FTE?

Question Number: 3
Board Member(s): Dr. Rief
Staff Respondent: Mr. Huffman

The Out of School Programming Coordinator, currently titled, Link Club Coordinator, is described in the attached document.

QUESTION 4: CAN YOU DESCRIBE THE JOB RESPONSIBILITIES FOR THE NEW WORK-BASED LEARNING SPECIALIST FTE?

Question Number: 4
Board Member(s): Dr. Rief
Staff Respondent: Mr. Turner

The Work-Based Learning Specialist is described in the attached document.

QUESTION 5: WHO WILL BE RESPONSIBLE FOR COORDINATING THE INDUSTRY ADVISORY BOARDS IN FY22?

Question Number: 5
Board Member(s): Dr. Rief
Staff Respondent: Dr. Mozingo/Dr. Jacobs

Dr. Tricia Jacobs will be responsible for coordinating the Industry Advisory Boards (IABs) in FY22.

QUESTION 6: WHAT IS THE COST OF ADDING ONE FTE TO ASSIST THE CTE COORDINATOR WITH DATA COLLECTION AND REPORTING?

Question Number: 6
Board Member(s): Dr. Rief
Staff Respondent: Mr. Turner

The cost to add one FTE, to assist the CTE Coordinator, including salaries and benefits is approximately \$88,500. We hope to recommend an additional FTE, CTE Coordinator, in a future fiscal year.

QUESTION 7: THE MAY 6 BUDGET MEMO LISTS \$1,028,000 FOR “EMPLOYEE BENEFITS DUE TO COMPENSATION ENHANCEMENTS.” IS THIS EXPENDITURE FOR MRAs THAT RESULTED FROM THIS YEAR’S FY21 COMPENSATION STUDY? IS THIS THE LIST OF MRAs INCLUDED IN THIS FUNDING?

Question Number: 7
Board Member(s): Dr. Rief
Staff Respondent: Mr. Turner

The \$1,028,000 is the cost of the fringe benefits associated with providing all staff with a 2.4% MRA.

QUESTION 8: IS THE CONDITION OF PLAYGROUNDS AND OUTDOOR SPACES INCLUDED IN THE FACILITY ASSESSMENTS? IS IT POSSIBLE FOR THE BOARD TO RECEIVE A DIVISION-WIDE ASSESSMENT OF THE CONDITION OF OUR PLAYGROUNDS AND OUTDOOR SPACES, TO INCLUDE AN ANALYSIS OF ANY INEQUITIES BETWEEN SCHOOLS THAT NEED TO BE ADDRESSED?

Question Number: 8
Board Member(s): Dr. Rief
Staff Respondent: Dr. Hart

The Facilities Conditions Assessments (FCA's) will include a review of the exterior of our facilities and a general overview of playground condition. The results of the FCA's will be comprehensive to include interior conditions, exterior conditions and the general condition of playgrounds associated with applicable facilities. Once the reports are completed, they will be shared with the Board.

QUESTION 9: ARE THERE ANY UPDATES ON HOW WE PLAN TO ACCOMMODATE THE LARGE ENROLLMENT PROJECTED FOR MINNIE HOWARD NEXT YEAR? WILL WE BE ADDING ANY PORTABLE CLASSROOMS ON SITE?

Question Number: 9
Board Member(s): Dr. Rief
Staff Respondent: Dr. Hart

There is no current plan to increase capacity on site with physical space. The increased enrollment will be accommodated through scheduling and optimizing the use of the two high school campuses. As ACPS looks at potential sites for relocatable classrooms throughout the division, Minnie Howard may be considered.

QUESTION 10: IN RESPONSE TO A CIP BUDGET QUESTION THAT I SUBMITTED IN NOVEMBER, IT WAS STATED THAT INCREASING THE SCHOOL DIVISION'S BROADBAND WILL COST APPROXIMATELY \$900,000. ARE WE PLANNING TO PURSUE THIS IN FY22 AND IF NOT, PLEASE EXPLAIN WHY?

Question Number: 10
Board Member(s): Dr. Rief
Staff Respondent: Dr. Hoover

Technology Services is using funds from the CARES Act to update the Division's technology infrastructure, to include new hardware at ACPS sites, upgrade of the ACPS I-Net and increased bandwidth through our Internet Service Provider (ISP).

QUESTION 11: WHAT IS THE ESTIMATED COST FOR AN AUDIT OF THE DIVISION'S TECHNOLOGY SERVICES?

Question Number: 11
Board Member(s): Dr. Rief
Staff Respondent: Dr. Hoover

We estimate the cost to be approximately \$75,000. This audit will assist us with security testing, proper staffing requirements, provide a road map to improve support and identify necessary system updates.

QUESTION 12: PARENTS CONTINUE TO RAISE CONCERNS ABOUT STUDENTS BEING "OFF TASK" WHILE USING THEIR CHROMEBOOK AT HOME AS WELL AS IN THE CLASSROOM (FOR EXAMPLE, PLAYING VIDEO GAMES). HOW ARE WE ADDRESSING THIS PROBLEM? IN THE PAST, HAPARA WAS USED BY TEACHERS IN THE CLASSROOM TO MONITOR STUDENT COMPUTER USE.

Question Number: 12
Board Member(s): Dr. Rief
Staff Respondent: Dr. Hoover

The Division uses Hapara to assist with student support and classroom management of chromebooks. ACPS did not renew during the closure due to privacy concerns with students working remotely and from home. ACPS will re-establish its contract with Hapara this coming school year, to resume classroom support.

QUESTION 13: IS ACPS CURRENTLY PROVIDING HOME-BASED SERVICES FOR STUDENTS WITH DISABILITIES WHO HAVE BEEN UNABLE TO RETURN IN-PERSON? IF SO, HOW MANY STUDENTS ARE RECEIVING SUCH SERVICES AND WILL THIS OPTION CONTINUE TO BE OFFERED IN FY22?

Question Number: 13
Board Member(s): Dr. Rief
Staff Respondent: Dr. Mozingo/T. Werner

At this time, services for students with disabilities in a fully home setting are provided virtually to 125 students. The resources available for such services were directed to support those students returning to in-person services this Spring. As we plan Summer and Fall services, home-based options are included in the continuum of options.

QUESTION 14: WHAT STEPS ARE BEING TAKEN TO PROVIDE TARGETED COMMUNICATIONS FOR FAMILIES OF STUDENTS WITH DISABILITIES? ARE ADDITIONAL RESOURCES NEEDED TO SUPPORT THIS WORK, SUCH AS A PART-TIME COMMUNICATIONS SPECIALIST?

Question Number: 14
Board Member(s): Dr. Rief
Staff Respondent: Dr. Mozingo/T. Werner

In conjunction with the Special Education Advisory Committee (SEAC), the Office of Specialized Instruction is exploring multiple ways to reach parents of students with disabilities and share relevant information. The first edition of a quarterly newsletter is in the final stages and is scheduled for dissemination next week. In addition, a parental guide developed collaboratively by the Office of Specialized Instruction, the Parent Resource Center, the Family and Community Engagement (FACE) Center, and SEAC is in its final stages of editing and will be shared with parents at every school-based meeting. We continue various means of direct communication through emails, case manager outreach, and school messages. At this time, additional resources are not required.

QUESTION 15: HOW MUCH HAS ACPS SPENT ON MAP TESTING FOR THE CURRENT SCHOOL YEAR?

Question Number: 15
Board Member(s): Dr. Rief
Staff Respondent: Dr. Mozingo

The total expenditure for MAP in the current year is \$123,953.75.

QUESTION 16: IS ANY FUNDING ALLOCATED FOR MAP TESTING IN FY22, OR WE WILL DISCONTINUE USING MAP DUE TO THE PASSAGE OF SB1357 THAT REQUIRES 2 SOL TESTS IN FY22 (BEGINNING-OF-YEAR AND END-OF-YEAR) AND 3 SOL TESTS IN FY23 (BEGINNING-OF-YEAR, MID-YEAR AND END-OF-YEAR)?

Question Number: 16
Board Member(s): Dr. Rief
Staff Respondent: Dr. Mozingo

In FY22, there is \$125,000 allocated for MAP testing. This funding was requested prior to the passage of SB1357. MAP will be administered in SY21-22 as planned and will allow for three assessments (Fall, Winter, and Spring) to measure growth. The Virginia Department of Education (VDOE) has indicated that full implementation of the legislation is expected to occur in SY22-23. Additionally, the SOL assessment administered in fall 2021 will be a shorter, 28-item assessment “based on the previous grade level’s content.” As an adaptive assessment, MAP Growth provides actionable data relative to students’ academic skill needs beyond the prior year’s content. The

MAP Growth assessment also provides valuable performance data for high school students since the new SOL assessment is targeted for students in grades 3-8.

QUESTION 17: HOW CAN FAMILIES ACCESS THE ACPS GENERAL EDUCATION CURRICULUM TO SUPPORT THEIR CHILDREN'S LEARNING?

Question Number: 17
Board Member(s): Dr. Rief
Staff Respondent: Dr. Hoover, Ms. Burgos

We will collaborate with Communications to make the sequence and pacing available on the website so that families can support their children's learning.

QUESTION 18: HAVE WE SELECTED AND PURCHASED THE "EXPLICIT AND SYSTEMIC PHONEMIC AWARENESS/PHONICS RESOURCE" THAT WAS DISCUSSED DURING OUR NOVEMBER 12 MEETING ON PREK-2 LITERACY? IF SO, WHAT IS THE RESOURCE AND HOW ARE WE PLANNING TO PROVIDE PROFESSIONAL LEARNING FOR TEACHERS TO SUPPORT ITS IMPLEMENTATION? WILL THIS PROFESSIONAL LEARNING INCLUDE INFORMATION ABOUT THE LATEST RESEARCH ON THE SCIENCE OF READING?

Question Number: 18
Board Member(s): Dr. Rief
Staff Respondent: Dr. Mozingo/Dr. Mann/Dr. Wooster

Upon the recommendation of the K-2 Literacy Task Force, ACPS began the RFP process in December to solicit proposals for explicit and systematic phonics and phonemic awareness instruction resources. In all, the committee reviewed proposals and resources from 21 vendors.

The resources and professional learning that the committee selected are firmly grounded in the science of reading. The professional learning will be implemented on a three-year cycle to ensure the onboarding of new teachers and continued capacity-building of all teachers and leaders.

Contracts for these resources are currently being negotiated by our Procurement and Finance Offices.

QUESTION 19: DOES EVERY SCHOOL HAVE A CERTIFIED READING SPECIALIST? IN THE RESPONSE TO BUDGET QUESTION #5 FROM JANUARY 2020 IT APPEARS THAT MOUNT VERNON COMMUNITY SCHOOL DOES NOT HAVE A CERTIFIED READING SPECIALIST.

Question Number: 19
Board Member(s): Dr. Rief
Staff Respondent: Dr. Wilkins

There are dedicated Reading Specialists at each school. Their respective titles may be Reading Specialist, Interventionist, or Instructional Coach who hold an endorsement as a Reading Specialist. Mount Vernon Community School has chosen to fund an Interventionist-Reading position for their school.

QUESTION 20: GIVEN THE COUNCIL'S DECISION TO DIVERT RESOURCES FROM OUR SCHOOL RESOURCE OFFICER PROGRAM, WHICH IS A SIGNIFICANT SAFETY AND STUDENT SUPPORT OFFERING IN OUR SECONDARY SCHOOLS, WHAT CAN BE DONE TO SALVAGE THIS PROGRAM UNTIL NEXT YEAR'S CITY COUNCIL BUDGET - ESPECIALLY FOR TC WILLIAMS WHICH AS THE LARGEST HIGH SCHOOL IN THE STATE AND IN NEED OF THIS CRITICAL SUPPORT?

Question Number: 20
Board Member(s): Ms. Nolan
Staff Respondent: Mr. Turner, Dr. Wilkins

The costs of the program would have to come from ACPS and transferred to APD. Doing so will require an equal reduction elsewhere in the budget.



**21st Century Community Learning Center
LINK (Linking Instruction Nurturing Knowledge) Club
Program Coordinator**

Job Type:

Grant Supported Position

Location:

Brent Place/Central Office

Salary:

\$50,160 (209 days – 180 school year/29 summer; 1,672 hours – 1,440 school year/ 232 summer)

FLSA Status:

Exempt

Description

The LINK Club Program Coordinator will manage the ACPS 21st Century Community Learning Center (21st CCLC) grant located at Brent Place Apartments in Alexandria, Virginia. The LINK Club is designed to provide high-quality after-school and summer program services for ACPS students in kindergarten through fifth grade residing at Brent Place. LINK Club services will include homework help provided by ACPS teachers, engaging student-centered, project-based learning, enrichment opportunities and a broad array of services to help prepare students succeed in school and beyond.

The LINK Club Program Coordinator will be primarily responsible for ensuring that daily operations and implementation of services meet the 21st CCLC guidelines, ACPS policies and procedures, Brent Place property regulations and continuous improvement of the LINK Club program for implementation across other community and school sites.

This position reports to the Assistant Director of Strategic Initiatives and Program Development for ACPS School, Business and Community Partnerships.

Qualifications

Education: Bachelor's degree in education or related field or equivalent work experience

Certificates & Licenses: None required

Experience:

- Program management or teaching experience (preferred)
- Two years direct experience working with children under age 13 years, including at least one year in a supervisory capacity in an out-of-school/childcare program or related field of work
- Basic Microsoft Office and data entry/management experience

Essential Skills:

- Working knowledge of best practices in education, youth development and/or out-of-school programs
- Demonstrated passion for working with children in a learning environment
- Cultural-responsiveness/understanding of community served
- Strong interpersonal communication skills
- Creative problem-solving ability
- Professionalism and ability to remain calm and maintain personal work ethics/integrity at all times
- Well-organized, thorough, and highly reliable/dependable
- Strong attention to detail and accuracy

Essential Functions:

- Recruit and retain the required number of regularly participating students
- Offer a nurturing and supportive environment for students during hours of operation
- Manage daily operations, staff scheduling, and coordination and delivery of high-quality after-school and summer program that provides academic support, enrichment opportunities and comprehensive wrap-around services to K-5 students residing at Brent Place Apartments
- Coordinate, participate and possibly facilitate ongoing opportunities for family engagement for the parents/guardians of LINK Club students
- Foster trusting relationships through ongoing communication with participating students and their families in a welcoming and culturally-responsive environment
- Maintain ongoing communication and collaboration with school administrators, teachers, student support staff and parent/guardians to foster positive relationships and to assist in meeting students' individual needs
- Supervise, observe and coach after-school and summer program teachers, staff, volunteers and partner providers to ensure compliance with 21st CCLC guidelines, ACPS policies and procedures, Brent Place property regulations and towards continuous program improvement
- Lead regular staff meetings for ongoing planning, training, reflection and improvement of program goals and 21st CCLC grant requirements
- Coordinate with Brent Place property management, ACPS Nutrition Department and other ACPS and community service providers to meet needs at site
- Maintain all required documents and administrative files, including 21st CCLC grant program files
- Complete and submit all requested reporting documents, narratives and information to supervisor by deadlines to meet expectations, including 21st CCLC grant requirements
- Attend all mandatory meetings and/or professional developments
- Perform other duties as assigned by supervisor and/or required to comply with 21st CCLC grant

Clearances

- Criminal Fingerprint/Background Clearance
- Tuberculosis Skin Test

WORK-BASED LEARNING SPECIALIST

JOB GOALS: To implement and manage the career and technology work-based learning program with a focus on underserved student populations. Provide opportunities for students to meet graduation requirements and help develop community work force.

PERFORMANCE RESPONSIBILITIES:

Skills:

- Strong organizational skills;
- Ability to coordinate, design, structure, and integrate school-based and work-based instruction;
- Ability to develop, supervise, and complete projects;
- Strong interpersonal and communication skills with the ability and/or experience to network and collaborate at all levels; and,
- Use of computer software used for work production, student management and communication.

Coordinating Functions:

- Serve as a liaison between the school districts, high schools, and employers
- Coordinate connecting activities between school-based and work-based learning
- Coordinate the development of school-based and work-based competencies

ESSENTIAL JOB RESPONSIBILITIES

- Develop positive school and community relations and create a culture of business engagement in all programs.
- Grow partnerships with new businesses and organizations to provide quality work-based and school based learning opportunities for students
- Coordinate Cooperative Education, Internships, Job Shadowing, Service Learning, Mentorship, Externship, School-Based Enterprise, Internship, Entrepreneurship, Clinical Experience, Cooperative Education, Youth Registered Apprenticeship, and Registered Apprenticeship.
- Serve as the liaison between the program, businesses and industry.
- Disseminate information on Work-Based Learning programs to employers, parents, teachers, students, and counselors.
- Assist in screening, interviewing, and selecting qualified students for work-based learning experiences.