What is the current (FY21) student capacity of the Virtual Loudoun program, and what is the FY22 student capacity assuming the 40.0 FTEs are added as proposed? Is part of this proposal an expansion of the courses offered, or merely an increase in capacity for the existing courses offered? For students who will require virtual instruction in FY22, what is the plan for grades/courses not covered by Virtual Loudoun?

Virtual Loudoun is designed to be an option for students to take an “8th period” course during the school year or a summer school course. The purpose is to provide flexibility and acceleration opportunities for students who need or want that option. Courses are delivered entirely asynchronously. Over the course of their high school career, students may take a maximum of 6 virtual credits for acceleration - a total of two summer virtual courses between grade 8 and grade 12 and one “eighth period” each school year during grades 9 through 12. Currently, each high school is allotted 125 students across both Terms 1 and 2. In total, that is 2,125 students during the academic school year who may take a Virtual Loudoun course. Term 3 is almost unlimited, as long as we have the hiring capacity.

The proposal for Virtual Loudoun expansion is to provide continued distance learning opportunities for middle and high school students in FY22 and beyond, both as a plan for addressing the effects of the pandemic on secondary students and to provide flexibility and options beyond FY22. The additional staff will be used centrally to support all middle and high schools in providing distance learning as needed. The additional program being proposed will be distinct and separate from the current asynchronous virtual learning provided through Virtual Loudoun. This topic will be addressed at the 1/14/21 School Board Budget Work Session.
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<th>Item Number</th>
<th>Board Member</th>
<th>Staff Assignment</th>
<th>Date of Request</th>
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<tbody>
<tr>
<td>2</td>
<td>Serotkin</td>
<td>Willoughby</td>
<td>1/8/2021</td>
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It appears (pg. 152) the FY21 Reconciliation adds back in the 44 TAs in Grades 1-3 due to the staffing standard enhancement, but that the Grades 4-5 TAs that would have been added due to the same staffing standard enhancement were not added back in. Is that correct? If so, was this an intentional omission?

The narrative on page 152 is a typo and should state that the restoration of 44.0 Teacher Assistants is for Grades 1-5.

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<td>3</td>
<td>Reaser</td>
<td>Willoughby</td>
<td>1/12/2021</td>
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Regarding the Financial Analyst position, is there a job description in the budget book?

The budget book only includes job descriptions for positions completely new to LCPS. The Financial Analyst position is an existing position and the job description follows.

**Analyst, Financial**

**Department of Business and Financial Services**

Professional and Administrators, Level 1

Salary Range: Professional and Administrators Salary Scale

12 Month Position, 8 hours per day

**DESCRIPTION:**

The Financial Analyst performs high level financial projections, reviews, and analyses from the financial systems and supplementary systems data, reports, and records that support the required analysis. This position requires an understanding of revenue recognition and revenue streams and school organization
3 cont.

expenditures. This position requires knowledge of best practices in the application of sound financial practices in a large organization/public sector environment, Generally Accepted Accounting Principles (GAAP) and K-12 budgetary methodologies. Independent judgment is exercised in applying acquired knowledge and skills for the successful completion of all assigned responsibilities.

PRIMARY RESPONSIBILITIES:

· Performs analysis and preparation of revenue and expenditure accounts.

· Prepares financial reports for executive leadership and School Board members; prepares multiple statistical reports and surveys; prepares the Virginia Department of Education Annual School Report.

· Reviews financial statements for unusual or abnormal balances and potential areas of concern.

· Analyzes account status reports and takes the appropriate course of action and follows through to resolution.

· Works with various stakeholders on a regular basis to effectively monitor and report financial data.

· Maintains an effective customer relationship with internal and external customers.

· Assists in the identification of new efficiencies for the automation of all related workflows.

· Prepares Financial analyses and reports as assigned by the Supervisor, Director, or Superintendent.

ORGANIZATIONAL RELATIONSHIPS:

The Financial Analyst reports to the Assistant Superintendent, Director, or Supervisor.