Please provide a list of five items from each department and associated costs to cut from their budget not to include staff positions.

The budget reconciliation framework set forth by the Superintendent includes recommended reductions to balance the budget. The Recommended Reductions list shows multiple reductions by department.

Please provide specific timeline dates for the board to address and approve the budget. Specifically, in relation to the technology survey and purchasing.

Dates related to the budget process are as follows:
- April 28 Revenue Update and Reconciliation Framework
- May 12 Budget Worksession
- May 26 Adopt revised FY21 Budget
- June 9 Latest date for Technology Steering Committee to make recommendation to the School Board
- June 23 Latest date for School Board to take action regarding any potential purchases from FY20 year end funds

Would like to know the return in funding if we raised the high school staffing ratios by .5 (what would this bring in?) - looking at a small raise for teachers as I am not sure if this is going to be possible with the current dismal budget situation.

Raising the high school average class size in the staffing standard calculation from 23.7 to 24.2 results in a reduction of 32.4 FTEs for a savings of $3,387,582.

What is the last date to approve the adopted revised FY21 budget?

May 26 is the recommended date to approve the FY21 revised adopted budget to allow enough time for processing employee contracts.
Please provide the cost savings if for example we start school in January of 2021 when it comes to transportation, substitutes, energy costs, and staffing for positions that cannot be done remotely.

It is expected that the FY21 budget has flexibility to cover many new expenses should schools have to open with significant physical distancing or other public health mitigation strategies, except for Income Replacement and COVID-19 Time Limited Emergency Pay. Planning for multiple COVID scenarios is still being developed that includes assessing uncertain revenues, unanticipated needs and expenditures, potential expenditure savings, and the development of a controlled spending plan for FY21.

We will implement an FY21 Controlled Spending Plan to monitor and manage spending to allow time to obtain more information regarding available revenue and needed expenditures. One challenge is that unanticipated needs will influence needed expenditures. Even if we do not resume classes normally in January, we cannot anticipate all the specific expenditures that will and will not be needed, particularly since there are so many possible variations of the three COVID-19 scenarios on which we are currently focusing.

### Item Number: 200
#### Board Member: Corbo
#### Staff Assignment: Willoughby
#### Date of Request: 4/24/20

Please provide a list of all projected salary increases for cabinet level positions including the superintendent. Also provide line item costs for bonuses, awards and fringe benefits.

All salary increases for all employees are recommended for reduction (elimination) in the budget reconciliation framework including the $102,403 that was initially included as placeholder funding (including tax and VRS) for potential market- and performance-based raises for cabinet level positions.

### Item Number: 201
#### Board Member: Corbo
#### Staff Assignment: Willoughby
#### Date of Request: 4/25/20

Please provide the line items for Lease Purchases - Computers and Software - $7,202,000.

The Lease Purchase Fund has $7.2m for computer equipment and the replacement of network electronics to include a placeholder for K-2 devices, central office switch, and collaboration monitor refresh.
What is the cost savings to eliminate all of the EO, EOM, and ESS positions?

The Enhancement Standard (ESS) and Enhancement Other (EO) categories contain positions. The Enhancement Operations and Maintenance (EOM) is for operating costs only.

The ESS category includes 207.6 FTEs for a total of $17,213,246 and the EO includes 62.5 $6,992,710. Except for a few exceptions related to Special Education, Gifted, Digital Innovation and Equity, all positions are recommended for reduction in the budget reconciliation framework.

What is the cost savings to eliminate all technology equipment enhancements FY21 and provide line items?

There is not an increase in the amount of funds for technology equipment in the operating fund and lease fund.

Please provide the cost savings to eliminate all funding associated with the Equity and Culturally Responsive Instruction and provide line items for all expenditures.

The following table provides the cost savings of eliminating funding associated with Equity and Culturally Responsive Instruction. All have been recommended for reduction except for the Supervisor which is not recommended for reduction.

<table>
<thead>
<tr>
<th>Role and Office</th>
<th>FTE</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor, Equity and Culturally Responsive Instruction</td>
<td>1.00</td>
<td>$166,455</td>
</tr>
<tr>
<td>Instruction Facilitators, Equity and Culturally Responsive</td>
<td>3.00</td>
<td>$339,516</td>
</tr>
<tr>
<td>O&amp;M - New Equity and Culturally Responsive Instruction Office</td>
<td></td>
<td>$274,250</td>
</tr>
<tr>
<td>Total</td>
<td>4.00</td>
<td>$780,221</td>
</tr>
</tbody>
</table>
What is the cost to keep all Growth Staffing Standards for Special Education and EL teachers and assistants?

Positions related to Growth Staffing Standards for Special Education Teachers (1.0, $104,556), Special Education Teacher Assistants (41.0, $1,983,990), and English Learner Teachers (29.2, $3,068,791) are not recommended for reduction in the budget reconciliation framework.

Please provide line items of savings associated with the school closure.

It is expected that the FY21 budget has flexibility to cover many new expenses should schools have to open with significant physical distancing or other public health mitigation strategies, except for Income Replacement and COVID-19 Time Limited Emergency Pay. Planning for multiple COVID scenarios is still being developed that includes assessing uncertain revenues, unanticipated needs and expenditures, potential expenditure savings, and the development of a controlled spending plan for FY21.

We will implement an FY21 Controlled Spending Plan to monitor and manage spending to allow time to obtain more information regarding available revenue and needed expenditures. One challenge is that unanticipated needs will influence needed expenditures. Even if we do not resume classes normally in January, we cannot anticipate all the specific expenditures that will and will not be needed, particularly since there are so many possible variations of the three COVID-19 scenarios on which we are currently focusing.

Did the VRS rate increase for employees as well as the employer?

For FY21, the employee VRS rate remains unchanged at 5%.

Provide a description of the equity lead positions at the schools.

The School Board Question and Answer packet of January 28, 2020, included the job description for the Equity Leads in question 86.
Loudoun County Public Schools
FY21 School Board Questions
May 1, 2020

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Board Member</th>
<th>Staff Assignment</th>
<th>Date of Request</th>
</tr>
</thead>
</table>

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The Office of the Superintendent, in collaboration with the Departments of Instruction, Pupil Services, and Human Resources and Talent Development (HRTD) is working to design and establish additional opportunities for LCPS educators to engage in professional learning regarding color consciousness and implicit bias and design and establish a culturally-responsive framework to inform curricular and instructional efforts across the division. The Equity Leads will provide direct support to individual school communities, under the supervision of the principal in viewing the work of the school through an equity lens, including but not limited to supporting the whole child in collaboration with the Department of Pupil Services (DPS) school based staff and diversifying our teacher and administrator workforce in collaboration with HRTD staff.

Here is language from the draft job description for Equity Leads:

**Equity Leads Description**
The Office of the Superintendent, in collaboration with the Departments of Instruction, Pupil Services, and Human Resources and Talent Development (HRTD) is working to design and establish additional opportunities for LCPS educators to engage in professional learning about color consciousness and implicit bias and design and establish a culturally-responsive framework to inform curricular and instructional efforts across the division. The Equity Leads will provide direct support to individual school communities, under the supervision of the principal in viewing the work of the school through an equity lens, including but not limited to supporting the whole child in collaboration with the Department of Pupil Services (DPS) school based staff and diversifying our teacher and administrator workforce in collaboration with HRTD staff.

**Equity Lead Profile:** To implement and sustain the work of equity and excellence it is important that Equity Leads understand program expectations and demonstrate that they have dispositions and skills to become equity literate. The Equity Lead role will be assumed by teacher leaders and/or Mental Health leaders (School Counselors, School Social Workers, School Psychologists, etc.) who support the school full-time, in order to maximize actionable steps embedded within and/or aligned to School Improvement Plans (SIPs) in schools.

**The Equity Lead will:**
1. Work collaboratively with the principal to build a solid equity-focused culture throughout the school. The equity lead will ensure stronger equitable practices are implemented school-wide. The role may include multi-faceted work and leadership through an equity lens.
2. Collaborate to develop school improvement goals to implement Culturally Responsive Instruction in every classroom.
3. Assist in normalizing common equity vocabulary for Diversity, Equity, and Inclusion. (language was recommended by the Ad Hoc Committee on Equity and presented to the LCPS School Board)
4. Participate in the Equity in the Center Sessions 1-3 to deepen their knowledge of diversity, equity, and inclusion.
5. Attend and engage in an Equity Coaching Institute
6. Collaborate with school based administration, school counselors, Parent Liaisons, school community partners (as directed by the principal), PBIS coach, Social and Emotional Leads and


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7. classroom teachers to implement strategies that advance educational equity and eliminate discipline disproportionality.
8. Contribute to the development of comprehensive professional learning plans in collaboration with the principal and administrative team.
10. In an effort to create a stronger culturally responsive instructional framework, the equity lead would share lessons, results, and promising practices with students, families, staff, community and key stakeholders.
11. May be asked to provide consultative support on affinity group formation in collaboration with affinity group staff advisor or school counselor.
12. Other duties as assigned based on individual school community needs, proactively and responsively.

Expectations for Principals:
1. Identify staff who displays skills and dispositions to collaboratively lead equitable learning.
2. Allow Equity Leads to participate in half-day monthly meetings and support them in their ongoing professional learning and growth.
3. Partner with the Equity Leads to ensure all decisions are made through an equity perspective.

Is it possible to have equity leads at the schools without the additional supervisor position?

Although it is possible to have equity leads at schools without the additional supervisor it will be increasingly difficult for the school division to expand our reach as it relates to addressing equity matters that extend beyond racial equity. The pandemic and school closure has exacerbated and highlighted inequities that have existed for many years and school-based Equity Leads supported by an Equity Supervisor will expand our reach in support of all students, in every school. We recognize that not all students will have the same needs as they did before schools closed. Some students who previously did not have needs due to food insecurity, a lack of academic progress, or even anxiety likely are experiencing Adverse Childhood Experiences (ACEs) as a result of the pandemic and school closure. Equity Leads and the Equity Supervisor are vital additions to the team to support students, staff, and families as it relates to equity in wellness, deeper learning, school (and division) culture, and systems and operations. In addition to the Supervisor’s primary role of coaching and providing professional development for Equity Leads, the Supervisor is also needed to continue to foster and leverage positive relationships between LCPS and partners such as MSAAC, the Equity Committee, and others. If we have to choose between the two, we would prefer to start with Equity Leads and add the support of a Supervisor as soon as resources become available to do so.
If we eliminate the premium holiday what happens?

For each employee that elects to receive LCPS health insurance, the employee and LCPS each make a contribution to the self-insurance fund to pay for the employee’s health insurance. With one premium holiday, neither employees or LCPS make the contributions to the self-insurance fund that would have occurred. The FY21 Operating Budget cost savings for LCPS for each premium holiday is $6.2 million.

Premium holidays are only one variable that may influence the level of the LCPS Operating Budget contribution to the self-insurance fund. In the development of the FY21 budget, the decrease in the number of premium holidays from three to one increased the amount of the contribution from the operating budget to the self-insurance fund. However, these additional expenses were more than offset by the increased rate of employees opting out of health insurance coverage, the increase in employees selecting lower-cost plans, and decreased vacancies resulting in a better forecast of expenditures.

If LCPS eliminates the one premium holiday in calendar year 2021 that is reflected in the FY21 budget, it would result in increased expenses for both employees and LCPS. Employees would make one more premium payment than they otherwise would and LCPS would incur an additional expense in the operating budget of $6.2 million.

For additional context, the LCPS health plan is managed in a self insurance fund and CIGNA is our 3rd party administrator. This means LCPS sets its own premiums to charge, collects the premiums, and pays medical claims directly from those collections. Any funds remaining after claims are paid are part of the fund balance. LCPS has set, and best practice supports, a minimum fund balance reserve of no less than two months of annual claims expenditures. LCPS has carried a fund balance well over the minimum two month reserve and as a result has provided health premium holidays.

On Slide 14 of the presentation lines items 18 and 19 show reductions for a standardized rate increase for Extended Year Summer School elementary principal and high school principal respectively. Was the middle school principal missed?

Middle school students are served on the high school campus during the Extended School Year (ESY) program. Hence, there are no middle school ESY principal positions.
## What is the cost of the 31 remaining Contingency positions?

The 31.0 remaining contingency positions cost $3,241,236. Contingency funds positions to maintain class sizes in accordance with the staffing standards to the extent feasible and to meet unanticipated needs. A scenario could exist where overall district enrollment decreases, but an individual school may experience an increase in enrollment while another school may experience a decrease. To avoid disruption to student’s schedules and course scheduling at schools, our normal practice is to avoid reassigning teachers or de-staffing teachers.

Contingency positions provide the flexibility to address these situations. Without contingency positions, there is the possibility that class sizes would increase at schools with unexpected enrollment increases. Even if the overall enrollment projection is accurate, an under-projection at a school could lead to increased class sizes without contingency positions.

## What is the FY21 cost implication of the planned Virtual Loudoun course price reduction?

Dr. Ellis mentioned yesterday that it is already accounted for in the FY21 budget - I’d like to know the line item where it is.

On row 168 of the Recommended Reduction list, the Virtual Loudoun course price reduction is shown. During reconciliation we are unable to lower the revenue budget, so a placeholder for the revenue reduction offset is included in the amount of $404,244.