

FY 2026 SCHOOL BOARD BUDGET QUESTIONS

cl#	QUESTION	DEPT.	RECEIVED	RESPONSE	DISTRIBUTED
1	<p>1. If we were to take \$10M out of our Capital Reserves to reduce our debt service, how much would remain in the Reserve?</p> <p>2. Over the past five years, can you share how much was taken from Capital Reserves each year, and for what purposes? Also, how much was added to the Capital Reserve each year, and from what sources?</p> <p>3. If we took this money out of Capital Reserves and then for some reason wished that we hadn't, because we needed it for some unforeseen project or project overage, my assumption is that we would be able to utilize available bond funding at that point in time for that need—is that correct? (Essentially, we *don't* use bond funds now, but they are there—like a credit card maximum—if at some point in the future we'd need them. Our ballot language re: bonds affords us this flexibility. Coordinated with the County, of course, to make sure we don't exceed our combined limit.) (MK)</p>	Finance	03/18/2025	03/18/2025	03/21/2025
2	<p>Can you please provide the board with information about how instructional software is budgeted and purchased? Is there a central approval and purchasing workflow, or is it entirely decentralized within the central office across different departments and teams? Additionally, are schools able to purchase instructional software as well, from their school budgets? (MK)</p> <p>In FY23, the board approved a 1.0 FTE Instructional Analyst position. The description of this position in that budget book made it sound like this would be a person who had the complete picture of all software/apps being used for instruction: “to implement and support the large footprint of instructional applications across the District for the Office of Academics” which includes “digital textbooks, assessment platforms, and other instructional tools targeted at each subject area and at the elementary and secondary level.” Does this person in fact have some complete accounting of all the software? Is their role to approve purchases, support deployment and successful user experiences, track usage, or some combination of these things? (MK)</p>	Academics / Information Services	03/20/2025	03/21/2025	03/21/2025



MEMORANDUM

TO: Dr. Francisco Durán, Superintendent

THROUGH: Dr. John Mayo, Chief Operating Officer

FROM: Andy Hawkins, Assistant Superintendent, Finance and Management Services

SUBJECT: **Response to SB Question # 26.01 Re: Debt Service Question (MK)**

DATE: March 18, 2025

BUDGET QUESTION:

1. If we were to take \$10M out of our Capital Reserves to reduce our debt service, how much would remain in the Reserve?
2. Over the past five years, can you share how much was taken from Capital Reserves each year, and for what purposes? Also, how much was added to the Capital Reserve each year, and from what sources?
3. If we took this money out of Capital Reserves and then for some reason wished that we hadn't, because we needed it for some unforeseen project or project overage, my assumption is that we would be able to utilize available bond funding at that point in time for that need—is that correct? (Essentially, we ***don't*** use bond funds now, but they are there—like a credit card maximum—if at some point in the future we'd need them. Our ballot language re: bonds afford us this flexibility. Coordinated with the County, of course, to make sure we don't exceed our combined limit.)

RESPONSE: For questions 1 and 2 please see the attached.

For question #3 the response is: Yes, there is flexibility to acquire funding through the use of bonds as needed for approved capital projects.

Capital Reserve	
\$24,034,372	Capital Reserve - 3/18/2025 Balance
(\$1,500,000)	FY 26 Budget - Transfer to MC/MM
(\$1,800,000)	FY 26 Budget - Additional Transfer to MC/MM for Elevators (Gunston, Randolph, Swanson, Tuckahoe)
(\$1,250,000)	FY 26 Budget -Purchase of Furniture, Fixtures, & Equipment (Grace Hopper Center) See Note 3 Below
\$19,484,372	Projected Capital Reserve - 7/1/2025
\$10,000,000	Anticipated Bond Premium (Bonds sales occur in May annually)
(\$1,500,000)	ERP System Upgrade
(\$2,150,000)	FY 25-34 CIP - Public Address Systems (Scheduled for FY25 through FY2029 - See Note 1 Below)
(\$4,240,000)	FY 25-34 CIP - Synthetic Turf Field (jointly with County - See Note 2 Below)
\$21,594,372	Projected Capital Reserve Balance

Past Use of Capital Reserve	
\$27,551,603	Balance June 30, 2020
(\$1,200,000)	Transfer to Transportation office renovation Phase II
(\$2,600,000)	Transfer to Building Refresh and Kitchen Renovations (ATS, McKinley, Key)
(\$500,000)	Transfer to Education Center Project
\$9,688,359	Bond Premium from Fall 2020 sale
(\$115,109)	Transfer to The Heights Building Phase 2
(\$45,568)	Transfer to The Heights Building Phase 2
(\$5,326,779)	Less: FY 2022 Adopted Budget
(\$385,000)	Transfer to Syphax Renovation Project
\$11,216,081	Bond Premium from Fall 2021 sale
(\$2,850,000)	Transfer to The Heights Building Phase 2
(\$1,720,000)	Transfer to Kitchen Renovations
(\$1,300,000)	Hamm Addition
(\$3,750,000)	Locks - systemwide
(\$1,210,440)	Public Address Systems
(\$797,853)	Remote Access Project
(\$1,000,000)	HB/Kenmore/Long Branch
(\$3,720,000)	Enterprise Resource Planning (ERP)
\$39,825	Savings Connect Arlington
(\$1,380,000)	Jamestown/Nottingham/Tuckahoe/W-L
(\$300,000)	Jefferson/Langston Entrances
(\$3,520,000)	Gunston/Taylor/Wakefield/Williamsburg
(\$152,393)	Additional Locks
\$410,677	The Heights Phase 2
\$10,843,556	Bond Premium for Fall 2023 sale
(\$1,200,000)	Kitchens/Vestibules
(\$7,800,000)	Career Center HS
\$2,615,451	Bond Premium from Fall 2024 sale
\$7,420,000	Career Center HS funds returned due to lower than expected construction contract bid
(\$1,920,000)	ERP project
(\$4,000,000)	Studies of existing facilities
\$1,041,962	Savings from Schools Refreshes, Ed Center, Kitchen projects
\$24,034,372	3/18/2025

Note 1: Public Address Systems are scheduled to be replaced as follows:

FY2025: \$730,000
FY2026: \$330,000
FY2027: \$300,000
FY2028: \$460,000
FY2029: \$330,000
\$2,150,000

Note 2: Synthetic Field (Turf) Replacement - Scheduled for the following fiscal years:

FY2028: \$350,000
FY2031: \$620,000
FY2032: \$1,380,000
FY2033: \$1,700,000
FY2034: \$190,000
\$4,240,000

Note 3: These items have an estimated useful life of less than 20 years, therefore bond funding should not be used for the purchase.

MEMORANDUM

TO: Dr. Francisco Durán, Superintendent

FROM: Dr. Gerald R. Mann, Jr., Chief Academic Officer

DATE: March 21, 2025

RE: Budget Questions from Mary Kadera, School Board Chair

1. I believe this spreadsheet is a somewhat complete accounting; could I please get the information it requests filled in, so the board has a more complete picture of what we are spending, and on what things? It would be quite helpful to have this completed by our work session related to Student Success on March 25, but if that's not possible it's OK—please advise.

This updated [spreadsheet](#) includes a complete picture of costs associated with digital applications. Within it you will find all the applications that are on the APS list of approved digital resources, the purpose of each application, the audience for each application, usage data for the last six months (Sept-March), the cost of each application, whether it is an annual purchase or part of a contract, when the contract ends, and which resources are the primary instructional resource for a particular course. We have also provided similar information on purpose of the free applications that are on the APS approved list.

2. Can you please provide the board with information about how instructional software is budgeted and purchased? Is there a central approval and purchasing workflow, or is it entirely decentralized within the central office across different departments and teams? Additionally, are schools able to purchase instructional software as well, from their school budgets?

Instructional software is budgeted and purchased through different program and content offices. Prior to any purchase, requests are reviewed through a central approval process. The APS Technology Review Committee (TRC) annually evaluates new digital resource requests to ensure they meet approval requirements. The committee aligns new resources with the APS Strategic Plan to create a technology-rich learning environment. Each request is reviewed for instructional rigor, data privacy, technical compatibility, accessibility, sustainability, cost, equitable access, and evidence of rollout, training, and support. The committee also reviews all instructional applications for curriculum alignment and removes under-utilized applications to optimize resources through the annual depreciation process.

Schools can also request approval for instructional applications through a process involving the Instructional Technology Coordinator (ITC). Teachers review the list of approved APS digital resources with the ITC to determine if there is already an approved resource that meets the instructional need. If no approved resource is identified, the ITC works with the appropriate content lead in the school and other ITCs in their

grade band to find an alternative solution. Approved requests are tested and deployed over the summer months to avoid disrupting instruction during the school year.

3. In FY23, the board approved a 1.0 FTE Instructional Analyst position. The description of this position in that budget book made it sound like this would be a person who had the complete picture of all software/apps being used for instruction: “to implement and support the large footprint of instructional applications across the District for the Office of Academics” which includes “digital textbooks, assessment platforms, and other instructional tools targeted at each subject area and at the elementary and secondary level.” Does this person in fact have some complete accounting of all the software? Is their role to approve purchases, support deployment and successful user experiences, track usage, or some combination of these things?

Response from Information Services: This was a technical and not an instructional position and is now part of the proposed cuts for FY26. The position funded in FY23 was for an instructional applications analyst to implement and support instructional applications through rostering of student, teacher, class sections and other relevant information. Also, the role is to technically integrate applications with other APS back-end systems and thus enable easy use and access to applications.