

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan**

Introduction

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia’s Children](#) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs’ applications for ARP ESSER funds. Questions about this template should be directed to vdoefederalrelief@doe.virginia.gov.

Section 1: General Information

- | | |
|---|--|
| A. School Division/LEA Name | Franklin County Public Schools |
| B. Division Number | 033 |
| C. Contact Name | Sue Rogers |
| D. Contact Email | sue.rogers@frco.k12.va.us |
| E. Contact Phone # | 540-483-5138 |
| F. Amount of ARP ESSER funding allocated to LEA | \$14,734,791.64 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
[LEA Spending Plan Slide Deck](#) (audio)

- B. Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency

Franklin County Public Schools has an English and Spanish version posted on their website.

Franklin County Public Schools will have an English and Spanish version posted on their website. We can use Language Line for other translations needed. Please contact the district office at 540-483-5138 if another language translation is needed.

- C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability

Paper copies are available at the district office.

The plan will be on a slide deck on the district website with audio explaining each slide. If any individual has a specific need they may contact 540-483-5138 for additional accommodations.

Section 3: Opportunity for Public Comment

- A. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year

A multi stakeholder group that consisted of students, district administration, special education administration, school administration, teachers, paraprofessionals and families, as well as representatives and organizations that support English Learners, early childhood, civil rights ,children experiencing homelessness or foster care gathered to discuss what has been spent since August 2001 and reviewed Franklin County Public Schools plan for the remaining funds.

- B. Describe how the LEA took public input since August 2021 into account .

Initially, FCPS used Hanover Research to conduct a comprehensive needs assessment gathering input from students, grades 6-12, parents, staff and the community. Mental health services and social emotional learning were identified as the greatest need. The spending plan, along with the Return to Learn Plan was posted on the district website along with a link to a feedback form. There was minimal engagement. Franklin County moved back this fall to a multi stakeholder group meeting.

Following the meeting, a review committee sorted through the comments. Most comments supported the plan. Many comments asked to raise teacher salaries however since these are not recurring funds, that is not possible. Addressing literacy needs for high school students is one area that was adjusted in the plan and providing additional communication of student outcomes on Exact Path.

Section 4: Consultation with Stakeholders

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

A. Students

Description of consultation conducted - December 15, 2022 meeting

Uses consulted on - Instruction, Mental Health, Technology, Operations, and Human Resources

Feedback received - Support the plan as written. Strong support of Mental Health Supports

B. Families

Description of consultation conducted - December 15, 2022 meeting

Uses consulted on - Instruction, Mental Health, Technology, Operations, and Human Resources

Feedback received -Does not support 3rd party vendors to conduct needs assessment. They would rather see those funds go into teachers' salaries.

C. School and district administrators including special education administrators

Description of consultation conducted -December 15, 2022 meeting

Uses consulted on - Instruction, Mental Health, Technology, Operations, and Human Resources

Feedback received -Support the plan as written. Strongly support Class coverage stipend and mental health supports

D. Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted December 15, 2022 meeting

Uses consulted on - Instruction, Mental Health, Technology, Operations, and Human Resources

Feedback received -Thankful for retention bonus but would like to see more funds go towards salary rather than HVAC. Concerned with increased negative student behaviors and absenteeism. Literacy support needed for high school students.

E. Tribes, Not applicable

Description of consultation conducted

Uses consulted on

Feedback received

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted - December 15, 2022 meeting

Uses consulted on - Instruction, Mental Health, Technology, Operations, and Human Resources

Feedback received - Plan supported as written. Comments support funds being used for mental health addressing learning needs of our students with disabilities.

- G. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved services
 Description of consultation conducted - [December 15, 2022 meeting](#)
 Uses consulted on - [Instruction, Mental Health, Technology, Operations, and Human Resources](#)
 Feedback received -[Concerns regarding student absenteeism. Questions arose whether we are seeing intended student outcomes on Exact Path.](#)

- H. Community based organizations, including partnerships to promote access to before and after-school programming
 Description of consultation conducted - [December 15, 2022 meeting](#)
 Uses consulted on - [Instruction, Mental Health, Technology, Operations, and Human Resources](#)
 Feedback received -[Support the plan as written. Would like to see funds go to raising teacher salaries.](#)

- I. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school
 Description of consultation conducted - [December 15, 2022 meeting](#)
 Uses consulted on - [Instruction, Mental Health, Technology, Operations, and Human Resources](#)
 Feedback received -[Support plan as written. Negative behaviors and delayed potty training are current challenges they face so they agree that retention bonuses and support for learners would be appropriate expenditures.](#)

Section 5: Addressing Learning Loss (recommended to be 100% of an LEA’s remaining allocation and must be at least 20% of an LEA’s allocation per federal statute)

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor’s Challenge:** in Action Seven of [Our Commitment to Virginia’s Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

- A. Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students .

Using a multi-tiered system of support in both academics (RTi A) and behavior (RTi B) allows Franklin County Public Schools to identify academic gaps and strategize interventions for behaviors that interfere with learning.

All students grades 1-8 are assessed using Exact Path. Exact Path is a computer adaptive diagnostic tool for reading and mathematics. Intervention specialists as well as Family Liaisons, a Spanish Interpreter and School Psychological services (testing) support those students on Tier 2 & 3 for academics or behaviors

Instructional materials for SPED K-12

Life Skills Curriculum for Autism classrooms

Social Emotional classroom materials

GO Tech lab (curriculum consultation) middle school

Technology

- B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss

Franklin County Public Schools, like most school districts, are faced with many professionals leaving the field. Not only are we challenged with training staff new to education, we have many unfilled positions. Our first response to this problem is to pay teachers for class coverage. An effective teacher in the classroom is the most impactful strategy.

Special Education course reimbursement to ensure provisionally licensed special educators obtain full licensure.

Based on student performance data literacy teams developed literacy plans - such as Literacy Plans Teachers - LETRS training, OG training, purchasing of materials that are aligned to the needs of students (ie 95% phonics program, phoneme graphing mapping materials) to support a more robust Tier 1 curriculum.

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed

TIER 1: Student performance data from Exact Path, PALS, VKRP, SOL and growth assessments

TIER 2 and TIER 3 - same as above plus more targeted progress monitoring using PAST, Cubed, CORE assessment as well as other tools. Students have an individual learning plan (Literacy Profile).

- D. Amount of ARP ESSER funds to address learning loss

Franklin County Public Schools has spent and will spend 22% of the ESSERS 3 funds on Instruction - with a primary focus on addressing academic gaps. A total of \$2,835,066 of the remaining \$12,619,105 will be spent for learning loss through Sept. 2024.

Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
- The use of funds must fall under one of the authorized uses of ESSER funds; and
- The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.

A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies

Retention Bonus - December 2022 - \$1,500,000.00

Compensation Study

Hard to Staff stipends

Class coverage Stipends

Needs Assessment (Hanover)

a. Total number of new staff hired with ARP ESSER funds

7 Family Liaisons; 3 Student Intervention Teachers

b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024

No plans at this time to retain these positions after June 30, 2024

B. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning

Vehicle for students transport

Air Filter replacements

Buses

Efficiency Study

C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project

FCPS has received VDOE approval for the projects below:

BFMS HVAC/Roof project construction documents

BFMS HVAC/Roof

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below

School Resource Officer training resources

E. Amount of ARP ESSER funds for the uses above (A. through D.)

Human Resources: \$1,934,500 + Operations \$7,849,539.00= \$9,784,039

\$14,734,791.64 total ESSERS 3 Award

2,115,686.22 Spent through July 2021 through Dec 31, 2022

\$12,619,105.42 balance remaining

Remaining to be spent by September 2024 is \$10,508,176.84 of which \$4,166,077.58 has been obligated.

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other High Quality Tutoring	(3) SIS Interventionists @ BFMS through (1yr only) 23-24	YES	\$420,686.42	\$0.00	\$0.00	\$420,686.42
Professional Development	Teacher PD stipends	YES	\$100,000.00	\$3,531.83	\$3,531.83	\$96,468.17
Professional Development	Technology- Google workspace, Zoom, and other renewals	YES	25,000.00			25,000.00
Professional Development	Para PD stipends	YES	\$21,000.00	\$484.80	\$484.80	\$20,515.20
Other	Class Coverage 23-24	YES	\$250,000.00	\$0.00	\$0.00	\$250,000.00
Other	Spanish Interpreter through June 2024 (\$6K/yr)	YES	\$18,300.00	\$9,127.23	\$9,127.23	\$9,172.77
Other	School Psych Interns through June 2024 (\$40K/yr)	YES	\$88,000.00	\$19,572.70	\$19,572.70	\$68,427.30

Other	Speech payroll	YES	\$25,000.00	\$16,704.64	\$16,704.64	\$8,295.36
Other	Contracted speech services	YES	\$250,000.00	\$16,979.15	\$16,979.15	\$233,020.85
Other	Exact Path Assessment tool	YES	\$212,040.00	\$212,040.00	\$107,980.00	\$104,060.00
Other	School Psychological services (outside testing)	YES	\$15,000.00	\$0.00	\$0.00	\$15,000.00
Professional Development	GO TEC lab consultation - BFMS	YES	\$7,500.00	\$0.00	\$0.00	\$7,500.00
Professional Development	SPED course reimbursement	YES	\$20,000.00	\$0.00	\$0.00	\$20,000.00
Other	Behavior Consultant (FAVE)	YES	\$150,000.00	\$10,406.25	\$10,406.25	\$139,593.75
Other	Materials for SPED K-12	YES	\$50,000.00	\$0.00	\$0.00	\$50,000.00
Other	Materials for SPED @ RM Life Skills/Autism classrooms	YES	\$40,000.00	\$0.00	\$0.00	\$40,000.00

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	(7) Family Liaisons salary and benefits through June 2024	YES	\$910,000.00	\$208,799.47	\$208,799.47	\$701,200.53
Other	BCBA Intern salary and benefits (FTE 0.5) through June 2023	YES	\$44,540.00	\$11,497.60	\$11,497.60	\$33,042.40
Other	Piedmont Community Services - school based MH services through 23-24	YES	\$180,000.00	\$0.00	\$0.00	\$180,000.00
Other	Classroom materials for SEL	NO	\$8,000.00	\$0.00	\$0.00	\$8,000.00
Other Recruitment/Retention	Hard to staff stipends from 21-22 through 23-24	NO	\$330,000.00	\$164,969.91	\$164,969.91	\$165,030.09
Other Recruitment/Retention	Compensation study (Evergreen)	NO	\$54,500.00	\$54,500.00	\$40,875.00	\$13,625.00
Other Recruitment/Retention	Comprehensive Needs Assessment (Hanover)	YES	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00

Professional Development	School Resource Officers training resources	NO	\$6,000.00	\$0.00	\$0.00	\$6,000.00
Other	Efficiency study - facilities	NO	\$27,500.00	\$27,500.00	\$0.00	\$27,500.00
Other	Air filter replacements	NO	\$20,000.00	\$0.00	\$0.00	\$20,000.00
Other	School buses (11)	NO	\$1,299,964.00	\$1,299,964.00	\$0.00	\$1,299,964.00
Other	Vehicles (3)	NO	\$60,000.00	\$60,000.00	\$0.00	\$60,000.00
HVAC/Renovation/Capital Projects	BFMS HVAC/Roof	NO	\$5,936,075.00	\$0.00	\$0.00	\$5,936,075.00
HVAC/Renovation/Capital Projects	BFMS HVAC/roof project construction documents	NO	\$500,000.00	\$500,000.00	\$0.00	\$500,000.00
Other Recruitment/Retention	Dec 2022	YES	\$1,500,000.00	\$1,500,000.00	\$1,500,000.00	\$0.00
Choose an item.		Choose an item.				