

**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 Frederick County Public Schools
- B. Division Number 034
- C. Contact Name Patty Camery
- D. Contact Email cameryp@fcpsk12.net
- E. Contact Phone # 540-662-3888

- F. Amount of ARP ESSER funding allocated to LEA 10,801,434.53

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) www.frederickcountyschools.net

- 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 The Spending Plan is written is easy to understand language and posted on the

division website in an easy to find location. The Plan is written in English and Spanish, as well as meets web accessibility requirements.

- 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 The Plan is posted meeting web accessibility requirements. The staff contact information is listed for assistants and for questions.

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 FCPS welcomes ongoing public input on the ESSER III spending plan and invites the public to send comments to essecomments@fcpsk12.net for consideration. All comments received will be considered in current and future plan revisions. The spending plan is reviewed every six months through September 30, 2023.
- B. Describe how the LEA took public input since August 2021 into account. At the end of school year 2021-22, we received public comment concerning additional tutoring for students during the day and before and after school. We increased the amount set aside for tutoring and established a contract with Varsity Tutoring for the school year 2022-23. We have increased the hourly rate to pay our teachers for the before/after school tutoring in order to attract more to participate as well as increase the bus driver supplement to transport students home after tutoring sessions. Funds were also earmarked for snacks after receiving input from teachers and principals witnessing students being extremely hungry after school.

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 The Superintendent met with his Superintendent's Student Council Group to review the plan for spending the funds. The link for public comments was shared.

Uses consulted on March 2022 to current

Feedback received May 2022 to current

- B. Families

Description of consultation conducted Communications were distributed to families through school newsletters. The parent newsletter article described the ESSER funding and uses and invited their comments with a link. Updates to ESSER spending was televised during school board meetings. Information was shared at finance committee meetings.

Uses consulted on March 2022 to current
Feedback received May 2022 to current

- C. School and district administrators including special education administrators
Description of consultation conducted Principal Newsletter is provided to all administrators which includes principals. The newsletter included the link for comments and the plan.
Uses consulted on July 2021 to current
Feedback received August 2021 to current
- D. Teachers, principals, school leaders, other educators, school staff, and their unions
Description of consultation conducted. The link and request to offer suggestions was included in staff newsletters and Principal's Notes.
Uses consulted on July 2021 to current
Feedback received August 2021 to current
- E. Tribes, if applicable
Description of consultation conducted N/A
Uses consulted on N/A
Feedback received N/A
- F. Civil rights organizations, including disability rights organizations
Description of consultation conducted. Information included on the division's website
Uses consulted on 2021 to current
Feedback received 2021 to current
- 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. The spending plan was shared at advisory meetings held in 2021 and 2022 and information has been shared in parent newsletters.
Uses consulted on 2021
Feedback received 2021 to current
- H. Community based organizations, including partnerships to promote access to before and after-school programming
Description of consultation conducted N/A
Uses consulted on N/A
Feedback received N/A

- 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 Consultation occurred at during the Pre-K Advisory Board and parent teacher organization meetings as well as through parent newsletters,

Uses consulted on August 2021 to current

Feedback received September 2021 to current

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.
- Depending upon grade level, schools used a variety of data to identify students in need of additional support. At both the elementary and middle school levels, schools identified students using universal screeners in reading (Istation) and in math (iReady) to determine which students were in need of extra instructional support. In addition, students were identified using previous SOL results, PALS assessments (elementary) and classroom performance data to further determine specific needs and target skills for intervention. Students were ranked based on their level of need, and students with most need were selected to participate in programs being developed.
 - At the secondary level, learning loss was identified through the process of evaluating Student Data by Question (SDBQ) for the 2021-2022 school year. Diagnostic and formative assessments, Virginia Student Growth Assessments (SGA) in math and reading, student grades, as well as student, parent, and/or teacher referral were used to identify students in need of additional instructional support.
- 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. At the elementary and secondary levels, schools are implementing a variety of different options to provide intervention for students identified for extra support. Many schools are offering before and/or after school tutoring programs in reading or math—or both—at various grade levels to provide additional learning opportunities for students who have identified learning gaps, and funds are being used to pay

teachers and assistants to provide those services beyond normal working hours. Several schools have used funds to hire retired teachers to provide small group interventions for identified students during the school day in reading and math. To meet diverse family schedules and to provide additional tutoring for students both in small groups, and individually, either during the school day or after school hours, many elementary schools have used funds to contract with Varsity Tutors, a virtual tutoring service that matches students with a live tutor online in either reading or math. Transportation is provided for students in need.

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed. Depending upon the program being implemented at the elementary and secondary levels, schools are using a combination of pre and post assessments, Istation and iReady (universal screeners) monthly progress monitoring assessments to show growth, PALS quick checks (elementary), and other diagnostic and formative assessments that match the specific programs or interventions being used. Schools are looking for students to show growth in the specific content area of support as a result of the tutoring/intervention being provided. At the secondary level, content and cross-curricular data meetings are conducted on a regular basis to determine student growth and areas of continued instructional need. These meetings are student-specific and involve goal setting and opportunities for reflection. Students are engaged in the goal setting and reflection process.
- D. Amount of ARP ESSER funds to address learning loss \$3,416,850.91

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 The ESSER III have been used to support a higher rate of pay for teachers and aides for before-and-after school tutoring as well as summer school. We've also hired or contracted for psychologist and mental health services.
- a. Total number of new staff hired with ARP ESSER funds 1

- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 1

- 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 FCPs is committed to ensure the health and safety of students, staff, and visitors. The Return to Learn Plan is located on the division website at www.frederickcountyschools.net. The division has adopted procedures on each of the following safety recommendations established by the centers for Disease Control and Prevention (CDC). Handwashing and respiratory etiquette are encouraged for all students, staff, and visitors along with hand sanitizer stations located in various locations within the division's buildings. Masks and face shields were encouraged during the height of the pandemic and is currently an option. Contact tracing was performed until July, 2022. Cases and their contacts were notified of the isolation and quarantine procedures and advised to seek medical advice. We currently remind students and staff of staying home if showing signs of illness. FCPS also increased the salary of nursing staff in order to attract and retain experienced nurses.

- 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 Funds have been identified to replace the HVAC system at Armel Elementary School. Armel was built in 1991. The replacement would provide new energy efficient, low life cycle-cost HVAC systems to serve the building. The recommended system will include utilizing the new replacement chiller and high efficiency condensing gas boilers. New VFD driven high efficiency variable flow pumps would provide heating and cooling throughout the building. Dedicated roof mounted outdoor air units would replace gravity intake hoods and provide improved, higher volume, conditioned air to all spaces. Any remaining funds from the project will be used to replace building automation systems at various locations. These projects have received prior approval from VDOE.

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

- E. Amount of ARP ESSER funds for the uses above (A. through D.) 7,384,583.62

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	Camps and pathways will focus on deeper learning experiences. Transportation and meals will be/are provided.	YES	926,693.57	581,994.83	344,698.74	
Before and After School	Extended learning opportunities for students identified as needing additional support due to learning loss.	YES	933,679.72	399,743.92	533,935.80	
Direct Support to Families for Tutoring	Interpreting services to translate for families and students	YES	215,089.62	89,958.68	125,130.94	
Other High Quality Tutoring	Online tutoring services	YES	177,000.00	120,000.00	57,000.00	
Other	ESSER III administrator and subs for paraprofessional training	NO	47,824.00	39,988.01	7,835.99	
Other	Social workers, psychologist and stipends	NO	1,116,564.00	431,978.70	184,585.30	500,000.00
HVAC/Renovation/Capital Projects	Armel Elementary School HVAC replacement and various locations for BAS systems	NO	7,384,583.62	7,258,877.66	125,705.96	
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