



Public Plan for ARP ESSER Spending

Purpose:

The following document is intended to summarize for the public, requirements related to how Franklin West Supervisory Union intends to use its allocation of ARP ESSER funds. The public and stakeholder groups are invited to provide input on this plan by March 25, 2022 through This [Google Survey](#) posted on the FWSU website.

Background:

As many of you are aware, Vermont's education system has received, and continues to receive, significant federal funding as part of the COVID-19 response. In total the state has received close to \$500 million in education funds, and one of the largest allocations came in the American Rescue Plan Act on March 11, 2021 in the form of the ARP ESSER (ESSER III) grant program. This program allocates \$256,647,724 to Local Education Agencies (LEAs), or what are commonly known as the Supervisory Unions and Supervisory Districts (SUs/SDs) and reserves \$28,516,484 to the Agency of Education (AOE) for statewide responses to the pandemic.

Purpose of ESSER Funds:

ESSER funds are intended to "prepare for, prevent and respond" to COVID-19 and there is a broad, but definitive list of allowable costs that SU/SDs must follow. The US Department of Education states that these funds are intended, "to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students," with a specific emphasis on meeting the needs of underserved student groups and those most significantly impacted by the COVID-19 pandemic.

ARP ESSER and Education Recovery:

The state received the first two thirds of these funds in March, but the US Department of Education released a set of interim final requirements in April that outlined the process by which they will allocate the remaining one third (approximately \$95,054,703). This process included the development of a draft plan by each LEA (this document) and includes meaningful engagement with stakeholders and an opportunity for the public to review and comment upon the draft plan. In addition, during the winter and spring of 2021 each SU/SD has been tasked by the Agency of Education with developing a plan for Education Recovery. These plans center on three main "pillars": Social-emotional, Mental Health and Wellbeing; Student Engagement, and Academic Achievement. In addition, a fourth pillar, "Safe and Healthy Operations" has also emerged as a priority for Education Recovery and includes improvements to indoor air quality and other measures to improve learning environments. The development of these Education Recovery plans involved significant stakeholder input and were submitted to the AOE in June 2021.



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As they look to the next several years of Education Recovery and beyond, SU/SDs will rely on federal emergency funds, including ESSER I, ESSER II and ARP ESSER to support these efforts. In addition, SU/SDs will use their “regular” sources of funding, which include local, state and federal funds, to continue pre-COVID work and respond to the needs that have arisen during the pandemic. In short, there is no **one** source of funds that can address student needs, but there is a significant opportunity with the influx of emergency funds to address long-standing or intractable challenges.

Section I: General Information

General Information:

LEA Name: Franklin West Supervisory Union (Bellows Free Academy, Georgia Elementary and Middle School, Fletcher Elementary School)

LEA Address: 4497 Highbridge Road, Fairfax, VT 05454

Superintendent Name: [John Tague](#)

Superintendent Phone # and Email: [802-370-3113](tel:802-370-3113)

District Website (where plan is posted): <https://www.fwsu.org/essser>

Student Enrollment and Demographics

Grades Served: [PK-12](#)

of Schools: [3 BFA, FES, GEMS](#)

Total Student Enrollment: [1708](#)

American Indian/Alaska Native 0.41%	Asian 0.7%
Black/African American 1.45%	Hispanic 0.87%
Native Hawaiian/Pacific Islander 0.23%	White 95.8%
Multiracial 0.52%	
Students eligible for Free and Reduced Lunch 15.7%	Migrant
Students with Disabilities 14.4%	English learners 0.75%
Students with High-Speed Internet at Home (if available) [%] [how is “high speed defined?	Students Experiencing Homelessness 0.35%



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Section II: COVID-19 and Education Recovery Information

In this section the LEA may choose to provide links to relevant information regarding Education Recovery Planning, the use of ESSER I or II funds, the Safe Return to In-Person Instruction or any other information that contextualizes the plan for ARP ESSER funds.

Name	Link
Education Recovery Needs Assessment	Needs Assessment Process 2019-2020 FWSU Phase 1 Needs Assessment due 4/15/2021 FWSU Recovery Planning Stakeholder Engagement May 6, 2021
Education Recovery Plan	FWSU Recovery Plan
Information on Use of ESSER I and II Funds	https://www.fwsu.org/esser
Safe Return to In Person Instruction Checklist or Other District Links	https://www.fwsu.org/files/ugd/7742bd_5f2d18c672614772a8b8c44db3139b6f.pdf?index=true

Section III: COVID-19 Federal Emergency Funding:

Funding Source	Allocation	Amount Expended to Date (if applicable)	Short Description of How Funds were Used
ESSER I	\$222,867	\$222,867	Instructional materials, Technology to support remote and hybrid learning, transportation, PPE and Cleaning, Health Services, Increase nursing staffing, increase special education staffing, student transportation, guidance services
ESSER II	\$971,346	\$809,418	Technology services and equipment/software, instructional materials, extra nursing services, psychological services, professional development, Data Manager and Assessment



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			coordinator, special education support, outdoor classroom, Teaming and learning support.
ARP ESSER (ESSER III)	\$2,175,000	\$0	

Section IV: ARP ESSER LEA Plan

ARP ESSER Interim Final Rule Requirements

Through the Interim Final Requirement (IFR), the US Department of Education has determined that in order to receive ARP ESSER funds, each LEA must: develop, submit to the AOE (on a reasonable timeline determined by the AOE), and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

The following sections summarize and incorporate each of the required elements and, if applicable, their connection to Education Recovery Pillars.

COVID-19 Prevention and Mitigation Strategies [REQUIRED]

IFR Requirement:

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Schools are an important part of the infrastructure of communities, as they provide safe and supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work. Due to COVID-19 many students, staff, and caregivers have become disengaged from the school community or have had interruptions in services due to school building closures and virtual and hybrid learning. Evidence suggests that many K–12 schools that have strictly implemented prevention strategies have been able to safely open for in-person instruction and have greater success at remaining open. For more in-depth information on the strategies below, please visit [FFV.org/safereopeningplan](https://ffv.org/safereopeningplan)

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated
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Cleaning and Maintaining healthy facilities (additional staffing, equipment, and supplies)	Safe and Healthy Operations	\$50,000

20% Reserve to Address the Academic Impact of Lost Instructional Time [REQUIRED]

IFR Requirements:

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (20% mandatory set aside) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Total 20% mandatory set aside allocation: **\$435,000**

Evidence-Based Strategies to Address the Academic Impact of Lost Instruction Time [REQUIRED]

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	How will this strategy support specific underserved student groups? (low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students and other students disproportionately impacted by COVID-19)	ARP ESSER Amount Allocated
Summer programming /Extended/AS	Academic Success	To address learning re-engagement, social-emotional and well-being, and extended school year needs of our K-12 learners resulting from the impacts of COVID-19 since March 2020, staff and resource (including supplies and transportation) multi-week summer learning opportunities in all FWSU schools (GEMS, BFA, and FES) for identified cohorts of students in order to build academic	\$350,000



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		<p>confidence, executive functioning skills, social-emotional wellbeing, engagement, and enrichment</p> <p>BFA k-4 BFA 5-8 BFA 7-12 GEMS k-4 GEMS 5-8 FES K-6</p> <p>Staffing Transportation Food Services Supplies Professional Services</p> <p>\$175,000/yr for 2 years</p>	
<p>Professional development on Universal Design for Learning including MTSS</p>	<p>Academic Success</p>	<p>To address the variety of needs for all students created during the COVID period, all teachers will receive training on how to enhance our Multi-Tiered system of support and approach instruction through Universal Design strategies.</p> <p>Professional Services</p>	<p>\$100,000</p>



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<p>Board Certified Behavior Analyst</p>	<p>SEL</p>	<p>To support the unique social emotional and behavioral needs of all FWSU students, we propose the addition of Board Certified Behavioral Analysts to support our existing SEL and behavior teams. Covid-19 had disproportionately impacted our most fragile learners. This position will also provide additional support to teachers to address and support the behaviors and needs that present during the day.. We will measure the success of this position by the number of students on plans, academic and SEL success of students, and level of achievement for these populations.</p> <p>Salary and Benefits for 2 years</p>	<p>\$215,000</p>
<p>Data Informed Decision Making (Data Manager Assessment Coordinator)</p>	<p>SEL and Academic Success</p>	<p>To address the impacts of COVID-19 on student learning through the effective use of comprehensive assessment and other learning and recovery-related data, hire an FWSU data manager and assessment coordinator to coordinate school and district assessments; provide assessment results to FWSU instructional leaders in a user-friendly format that facilitates analysis, interpretation, and decision-making about learning with teachers; works collaboratively with SU and school administrators to provide strategic oversight and effective day-to-day management of learning-related data; and oversees the districts platforms as a system, including state reporting systems/platforms and local proficiency-based reporting systems/platforms.</p> <p>Salary and Benefits for 2 years</p>	<p>\$325,000</p>



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Student Support Services Coordinator		To address the needs of our most vulnerable learners, who were most impacted by modifications to instruction and support due to COVID-19, hire an FWSU Student Supports Services Coordinator to oversee student plans (IEP, 504, EST) and progress monitoring for growth, building capacity of supports and services offered at all levels on all schools through MTSS; work collaboratively with school and SU personnel to remove barriers to create access to learning for ALL learners removing, through the design, implementation, coordination and monitoring of consistent, responsive, needs-based (using the 4 levers of Act 173) practices and approaches in all FWSU schools. Salary and Benefits for 2 years	\$325,000
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Plan for Remaining 80% of ARP ESSER Funds [REQUIRED]

IFR Requirements:

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.



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Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Health Operations)	How will this strategy support specific underserved student groups? (low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students and other students disproportionately impacted by COVID-19)	ARP ESSER Amount Allocated
Upgrading the Technology Infrastructure - (servers, switches, wiring, hubs)	Academic Success	<p>To allow for reliable access to educational technology and internet connectivity we will purchase new services, switches, hubs, wiring, and professional management services to maintain our robust curricular learning opportunities. Lower frustration levels and less waiting time will be key to fostering high academic and social engagement. Success will be measured by number of helpdesk tickets, teacher satisfaction surveys, and frequency of internet downtime.</p> <p>One time investment</p>	\$200,000
Playground Remodel for Fletcher Elementary School	Construction	<p>The Fletcher Elementary School is seeking to replace two playgrounds on the FES campus using a braided funded strategy of ARP ESSER (III) and local capital improvement funds. The scope of the work would be to remove two existing playgrounds that have several safety issues and replace both with new and improved structures as outlined in the enclosed schematic. Outdoor learning and physical spaces have been a constant part of the FES learning experience. The existing</p>	\$60,000



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		structures are 30+ years old and in addition to the safety concerns, there are accessibility and access issues. ** Braided funded strategy, ESSER Funds to be combined with Local funds**	
Nurses Office Remodel GEMS	Construction	The Georgia Elementary and Middle school is proposing to redesign the middle school nurse’s office based on impacts resulting from Covid-19. The current space is not set up to honor privacy when receiving medical attention, is limited in capacity, does not offer good isolation, and does not have outdoor access. The pandemic has highlighted the current flaws with the design of the current space. This space was not able to be used for much of the Test-to-Stay program.	\$240,000



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Section V: Plan for Meaningful Consultation and Stakeholder Engagement [REQUIRED]

In this section, LEAs should document their engagement with stakeholder groups and the public. The Interim Final Rule outlines the specific groups that LEAs must engage with in developing their plan for the use of ARP ESSER Funds.

IFR Requirement: Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and 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 students.

[Please Note: The AOE recognizes that many LEAs have begun this engagement during their Education Recovery planning process. If LEAs can tie the specific Education Recovery strategies developed with stakeholder engagement to their ARP ESSER plans or can document other avenues of outreach (public meetings, informational sessions, emails to families or communities, etc) these can and should be included as evidence of stakeholder engagement.]

Stakeholder Group	How have these stakeholders been engaged or what is the SU/SD plan for engagement?	Outcome or Feedback	Date (or Planned Date)
Students	<ul style="list-style-type: none"> • We have surveyed focus groups of students asking for their input on needed improvements • Posted LEA plan on our webpage for review and feedback 	<p>Students generally supported the plan as presented.</p> <p>Many would like to see funds directed toward creating additional opportunities for students. I. e outdoor classroom, additional cubs and athletics.</p> <p>HS students advocated for a return to school traditions. Dances, prom,</p>	<p>February - Student focus groups in HS and MS and ES.</p> <p>Additional focus groups are planned for April and May.</p>



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		more social gathering and athletic field improvements,	
Families	<ul style="list-style-type: none"> • Shared a community survey directly to families via school messenger • Posted survey on the FWSU blog • Survey shared on social media • Presented at 3 school board meetings • Individual emails and conversations 	<p>Summary of community feedback here</p>	<p>Blog posted and school messenger March 10</p> <p>School Board presentations: GEMS March 8 BFA March 14 FES March 15</p> <p>Additional Board presentation planned for March 23 and April</p>
School and District Administrators (including special education)	<ul style="list-style-type: none"> • Issued a google survey to collect suggestions and ideas to all school/district administrators • Scheduled 1:1 follow up meeting with all administrators to review and prioritize feedback. 	<p>-Want to make sure investments are sustainable past ESSER funding</p> <p>-Agreed with the strategies oriented in the survey</p>	<p>Issue Google form Survey on January 6th and follow up with 1:1 conversation at regular admin meetings on January 27-28, March 3, and boards meeting</p>



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Teachers or Other Educators	<ul style="list-style-type: none">• Issued a google survey to all FWSU employees to collect suggestions and ideas• Additional emails with detailed suggestions from teachers• Follow up meetings as requested	Shared the teacher and Educator feedback with the union.	January 6, 2022
Principals	Same process and time as School and District Administrators (including special education) listed above.		Issue Google form Survey on January 6th and follow up with 1:1 conversation at regular admin meetings on January 27-28, March 3, and boards meeting



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School Staff	Same as teachers and other educators. See above		
Unions	<ul style="list-style-type: none">• Schedule a meeting with Union representation from all three schools. Issued google survey and follow up in-person for questions and discussion.• Shared survey feedback with the Union• Posted LEA plan on our webpage for review and feedback	The union highlighted how hard all faculty and staff have been working during this pandemic. They inquired about financial compensation options. Additionally, they advocated extra support for folks who have used all their sick days. And extra pool of funds for professional development.	



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<p>Tribes (if applicable)</p>	<ul style="list-style-type: none"> We have no formalized tribal organizations in our area Posted LEA plan on our webpage for review and feedback 		
<p>Civil Rights organizations</p>	<ul style="list-style-type: none"> Reached out to ACLU-VT for review and feedback on our plan 	<p>Feedback still pending</p>	<p>March 18, 2022</p>
<p>Stakeholders representing the interests of children with disabilities</p>	<ul style="list-style-type: none"> Shared google survey with all families in FWSU including families connected to special education Meet with all special educators to share and discuss feedback specific to special education. 	<p>A need to redesign sensory spaces Additional training for special educator and teacher for supporting students with disabilities Extra behavioral and SEL support Expand flexible pathways for students Additional special educators and additional support for students</p>	<p>3/9/22</p>
<p>Stakeholders representing the interests of English learners</p>	<ul style="list-style-type: none"> We reached out to local parents of English learners via survey Corresponded with the Migrant Justice Center and 	<p>Supported the direction of our plan, and provided positive feedback on the direction of our plan including additional tutoring opportunities, translationservices, and access to technology at home.</p>	<p>9/10/21</p>



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	the Vermont Migrant Education Program at UVM	Additionally they suggested reading materials that were in a native language.	
Stakeholders representing the interests of children experiencing homelessness, children in foster care or children who are incarcerated	<ul style="list-style-type: none"> • Reached out the Vermont Consortium for Adoption and Guardianship • Consulted with NCSS and School Psychologists and Guidance Counselors. 	<p>Awaiting response</p> <p>Continue with Trauma informed practices professional development</p> <p>Additional mental health clinicians</p> <p>Support access to food services and summer programming</p>	3-17-22 and January-March consultations
LGBTQ+	<ul style="list-style-type: none"> • Reached out to Outright vermont for additional considerations 	ESSER Funding Recommendations	3/8/22
Stakeholders representing the interests of migratory students	<ul style="list-style-type: none"> • Reached out to the Vermont Migrant Education Program for review and feedback • Conferenced with ELL Teacher in district 	Provided positive feedback on the direction of our plan including additional tutoring opportunities, translationservices, and access to technology at home. Additional they suggested reading materials that were in a native language.	9/22/21
Stakeholders representing the interests of other underserved students	<ul style="list-style-type: none"> • Shared survey with all FWSU families • Connected with Guidance counselors for input • Connected with contracted Psychologist 	<ul style="list-style-type: none"> -Clarity how to access support networks if necessary - Extra free support fs academic needs - Free access to school meals Trauma training for faculty and staff 	Ongoing communication February through March
School Boards	School Board presentations:		



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	GEMS March 8 BFA March 14 FES March 15 Additional Board presentation planned for March 23 and April		Additional Board presentation planned for March 23 and April
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Section VI: Interim Final Requirements Checklist [OPTIONAL]

- The LEA has completed the ARP ESSER LEA Plan for Safe Return to In-Person Instruction and Continuity of Services Checklist and has updated the plan for Safe Return to In-Person Instruction based on the latest guidance from the AOE and the Vermont Department of Health and made these updates available for public comment.
- The LEA ARP ESSER Plan is posted and accessible on the SU/SD website.
- The LEA has a plan for meaningful consultation and stakeholder engagement.
- The LEA has a plan for seeking public comment and input on its LEA ARP ESSER Plan.