



Augusta County Public Schools
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**American Rescue Plan (ARP) Act
Elementary and Secondary School Emergency Relief (ESSER) Fund III Plan**

Section 1: General Information

- A. **School Division/LEA Name:** Augusta County Public Schools
- B. **Division Number:** 008
- C. **Contact Name:** Melissa Meyerhoeffler
- D. **Contact Email:** meyerhoeffler.mw@augusta.k12.va.us
- E. **Contact Phone #:** 540-245-5125
- F. **Amount of ARP ESSER funding allocated to LEA:** \$9,967,383.09

Section 2: Transparency and Accessibility

- A. **LEA webpage where plan is posted (provide URL):** <https://augustava.sites.thrillshare.com/page/covid19>
- 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 plan is available in multiple languages, including Spanish, Russian, French, and Chinese. For translation of this plan, please contact ACPS Student Services at (540) 245-5275.
- 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:** Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting ACPS Student Services at (540) 245-5275.

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:** In developing the ARP ESSER spending plan, Augusta County Public Schools sought, received, and considered public input through many platforms. Since August 2021, proposed updates and revisions to the plan were proposed and presented at both the November 4, 2021 and the December 1, 2022 regular scheduled meeting. The

public has opportunities to make comments at each regularly scheduled, advertised meeting held the first Thursday of each month at 7:00 pm. The development of the ACPS ARP ESSER spending plan consisted of a task force including community stakeholders with differing backgrounds related to public education. Their input was significant in addressing changing health guidance to offer a full in-person learning model for the 2021-2022 and 2022-2023 school year. Community members, parents, school counselors, and social workers all provided valuable input representing the interest of children with disabilities, English learners, and children experiencing homelessness or in foster care, migratory students and other underserved students. Since the receipt of Superintendent's Memo #260-22 dated November 4, 2022, a survey was created and sent to all stakeholder groups on December 6, 2022 to seek additional feedback regarding the ACPS ARP ESSER spending plan.

- B. Describe how the LEA took public input since August 2021 into account:** In November 2021, an amendment was made to the original spending plan to increase funding for Summer School and allow for supplemental payments to staff related to staffing shortages related to the COVID-19 pandemic. In December 2022, an amendment was made to the spending plan to allow for continuation of therapeutic day treatment and school supports from revised proposals received reducing the original estimate for proposed HVAC replacements.

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: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

B. Families

Description of consultation conducted: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

C. School and district administrators including special education administrators

Description of consultation conducted: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

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

Description of consultation conducted: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

E. Tribes, if applicable – N/A

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

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: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

H. Community based organizations, including partnerships to promote access to before and after-school programming

Description of consultation conducted: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

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: A survey was distributed via email to community stakeholders and was distributed to all ACPS staff, including Head Start, through email directory, Infinite Campus School Messenger to all ACPS families, as well as, students in grades 9-12, and posted on the division website.

Uses consulted on: A link was provided to the ACPS COVID-19 webpage and the current spending plan. The current spending plan addressed uses pertaining to prevention and mitigation strategies, addressing unfinished learning, and addressing students' academic, social, emotional, and mental health needs, as well as, other uses of funds.

Feedback received: Survey responses were received and evaluated as revisions to the plan were considered. See the attached appendix for all feedback received from stakeholders.

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:** Augusta County Public Schools used a variety of student data and input from stakeholders, including state and local testing data in comparison to previous years and trends. ACPS uses pre/posttests in all core content areas for ongoing identification of learning loss as well as students in need of additional remediation or possible intervention. In addition, data from intervention screening and progress monitoring from PALS, Guided Reading Levels, Orton-Gillingham, and RISE. We also used WIDA access

scores. Parent surveys, school surveys, analysis of pacing guides and lost instructional time were also used to determine loss of instruction.

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:

- a. Summer School Program: Augusta County Public Schools developed and offered a “June Academy” for the purpose of providing additional learning opportunities for select students relative to their current grade level. Students were identified based on their lower academic performance, need for continued intervention based on local and state testing, PALS, GRL, and intervention data, and students who were impacted the most by lost instructional time. Funds were used to pay for the development and implementation of this summer program.
- b. Elementary June Academy: The June Academy was held Monday through Thursday, with one additional Friday, from 8:00 AM-4:00 PM for four weeks at no cost to families. Instruction was provided in the areas of reading and math in the mornings. Additionally, elementary students were invited to attend an afternoon session (12:00-4:00) featuring I Wonder - Reading Research and engaging Math experiences as well as Art, STEAM, Music, or PE. Parents of elementary students could choose to have their child participate in the mornings only or the full-day experience. Breakfast was provided for all attendees and lunch was provided for full-day students. Elementary June Academy was held at five sites across the division. Bus transportation was provided for morning pick-up and at the end of the day. Parents wishing to transport their own child could choose the location that was most convenient.
- c. Middle School June Academy: June Academy for Middle School students was implemented with the purpose of providing additional learning opportunities for select students relative to their current grade level. It was held Monday through Thursday, with one additional Friday, for four weeks from 8:00 AM-noon at no cost to families. Transportation will be available and breakfast will be provided for all attendees. Students were identified based on their lower academic performance, need for continued intervention based on local and state testing, and current intervention data. Students were provided additional instruction in reading, math, and science. Students were also provided with a period of time for exploratory/physical experiences or more intensive academic instruction as needed such as RISE. Middle School June Academy was held at 2 sites across the division.
- d. High School June Academy: At the high school level, the June Academy was held Monday through Thursday, with one additional Friday, from 8:00 AM-12:00 PM for four weeks at no cost to families. June Academy provided students with an opportunity to recover credit for a failed course and earn the verified credit if needed. Students who enrolled, completed, and failed a course that is offered in June Academy were encouraged to attend.
- e. Before and After school remediation: Students are identified using formative and summative assessments including benchmarks, unit tests, pre/post assessments throughout the year and are invited to attend before or after school remediation sessions targeting specific reading and math content at the Middle School level, or specific content connected to courses required for graduation at the High School level. Ongoing analysis of student performance and progress allows for different students to be identified for specific remediation through the course or the year.
- f. Evidence Based Interventions and Instructional Materials:
 - i. RISE training, materials, and implementation
 - ii. Orton-Gillingham training, materials, and implementation
 - iii. Responsive Classroom training, materials, and implementation
 - iv. LETRS training, materials, and implementation

- g. Additional Staff:
 - i. Addition of 2 Instructional Coaches at the secondary level
 - ii. Addition of 1 SPED Instructional Coach
 - iii. Addition of 4 Behavioral Technicians
 - iv. Assessment Facilitator to help with data analysis, testing administration, assessment support.

C. **Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed:** Ongoing review and analysis of student data from intervention screening and progress monitoring. Analysis of local and state testing data including SOL and VGA data, followed by school level meetings and training on how to use that data to impact instruction in the classroom as well as identify students for intervention or monitor progress for students already in intervention. Ongoing analysis and review of instructional practices based on PALs data and OG data. Classroom observation and walkthrough data is used to constantly evaluate alignment to standards and student performance. Professional development sessions to discuss student performance and instructional practices with teachers are scheduled throughout the year. ACPS is currently completing a Comprehensive Needs Assessment at every school in order to analyze trends across multiple domains of our schools and communities. We are studying the two years before the pandemic and last year and this year as we come out of the pandemic in order to make informed decisions and create Continuous School Improvement plans based on the impact on learning and current student and school performance. This process includes involvement from every teacher, administrator, as well as parent input, student data and input, and division level leadership.

D. **Amount of ARP ESSER funds to address learning loss:** \$3,037,941.95

NOTE: ACPS received \$1,010,435.00 in additional ARP ESSER III State Set-Aside funding to use towards addressing unfinished learning, including programs pertaining to summer learning, before and after school programs, and unfinished learning initiative.

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 majority of staff hired with ESSER funds were hired under the support of learning loss initiatives. This included teaching positions, Instructional Coaches, SPED Instructional Coaches, and Behavioral Technicians. Other positions recruited were new technology positions to support the increased use of technology resources and social workers to assist in addressing the social, emotional, mental health needs of students.

- a. **Total number of new staff hired with ARP ESSER funds:** Thirteen (13) full time staff were hired.

- b. **Plan to retain staff hired with ARP ESSER funds after September 30, 2024:** Staff will be retained through local budget funds at the expiration of ESSER funds.

- 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:** \$67,924.00 was allocated to HVAC filters and miscellaneous HVAC repairs. Increased HVAC filter changes throughout the school year, along with needed repairs, enhanced the quality of airflow throughout the schools.

- 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:**
 - a. Funds will be used for construction renovation costs to improve the facilities at Valley Career & Technical Center which houses the Shenandoah Valley Governor's School. The facility has been deemed not large enough to safely accommodate the student body nor allow for adequate instructional space by a recent VDOE evaluation. The renovation will improve the space to allow for appropriate instructional space including the ability to provide social distancing measures. Approval for the construction renovation has been received as of 8/11/2021.
 - b. Funds will be used as a local match to CSLFRF HVAC replacement project at Riverheads High School. The current HVAC system was installed in 1996 during a facility renovation, making the current system over 25 years old. A typical life expectancy for a HVAC system is 15 to 25 years, putting the Riverheads system at the end of life expectancy. Approval for the project has been received as of 9/15/2021.
 - c. Funds will be used to construct an additional learning space outside the Valley Career & Technical Center that will house an additional learning space for Shenandoah Valley Governor School. This will address immediate spacing needs for the governor school program until the renovation noted above can be completed. ACPS is pending final approval on this project.

- D. **If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below:** ACPS used approximately \$709,000 to purchase Chromebooks to support the ACPS 1:1 initiative and maintain an adequate number of take home devices for all students in grades 3-12, with an option for a take home device for grades K-2. Remaining funds were utilized to assist in offsetting the cost of lost time wages during the remainder of the 2019-2020 school year during the COVID closure and to provide supplemental payments to teachers and staff to help offset additional monitoring or duties absorbed related to increased demands brought on by the COVID pandemic.

- E. **Amount of ARP ESSER funds for the uses above (A. through D.):** \$6,929,441.14

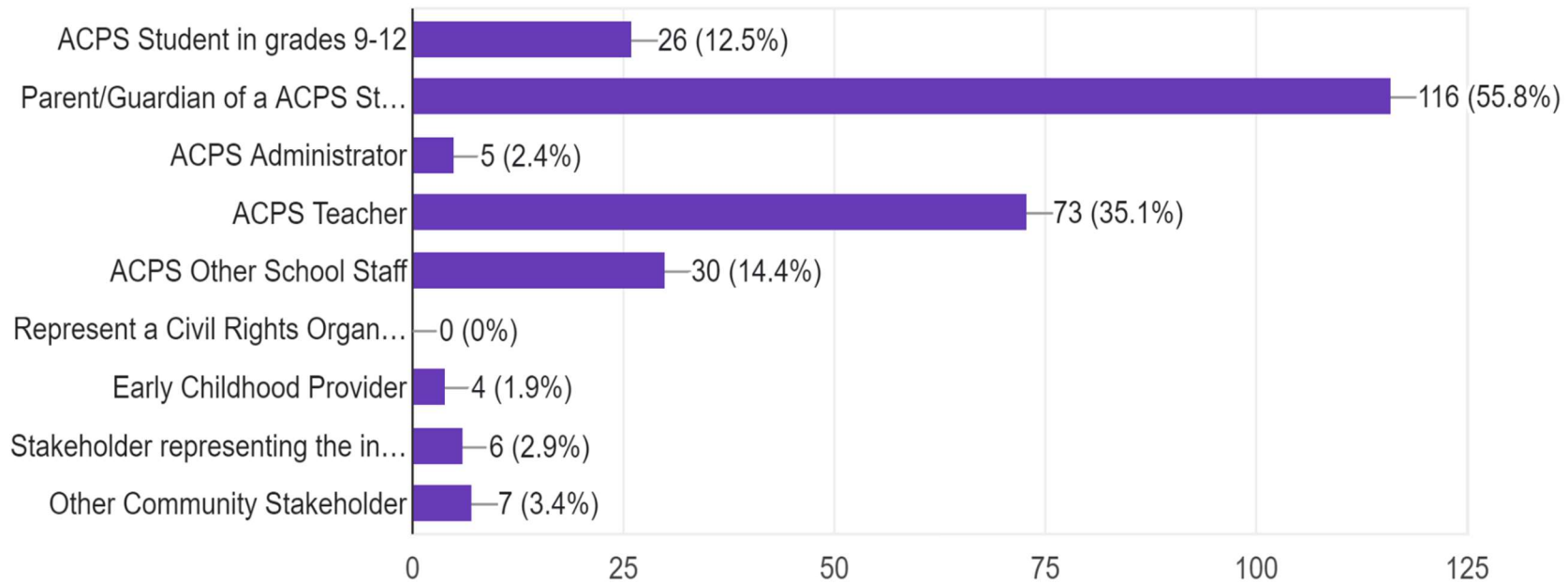
Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent As of 10/31/2022	Amount Remaining
Summer School	Provide a Summer School Program in June 2021 and June 2022	YES	\$1,208,119.76	\$0	\$1,208,119.76	\$0
Other Recruitment/Retention	Teaching Positions	YES	\$221,674.00	\$0	\$174,096.22	\$47,577.78
Other	Instructional Coaches (4-FTE) for 1 year	YES	\$298,069.92	\$0	\$298,069.92	\$0
Other	SPED Instructional Coach (1-FTE) for 2 years	YES	\$211,348.00	\$0	\$134,049.44	\$77,298.56
Other	Behavioral Technicians (2-FTE) for 2 years	YES	\$471,979.91	\$0	\$248,522.45	\$223,457.46
Before and After School	Afterschool Remediation (staffing and supplies) during the 2021-2022 school year	YES	\$282,013.36	\$0	\$282,013.36	\$0
Other	Therapeutic Day Treatments/School Supports	YES	\$320,000.00	\$294,030.00	\$22,048.00	\$3,922.00
Other	Reading Supplies (RISE Reading platform)	YES	\$24,737.00	\$0	\$24,737.00	\$0
Other	Technology Positions (2-FTE) for 2 years	NO	\$308,918.00	\$0	\$214,970.15	\$93,947.85
Other	Social Workers (2-FTE) for 2 years	NO	\$364,622.00	\$0	\$235,280.43	\$129,341.57
Other	April 2022 and November 2022 Staff Supplemental Payments	NO	\$1,248,806.09	\$550,000.00	\$698,806.09	\$0
Other	Chromebooks	NO	\$709,753.45	\$0	\$709,753.45	\$0
Other	Lost Time Wages (FY19-20 COVID Closure)	NO	\$1,579,417.60	\$0	\$1,579,417.60	\$0

Other	HVAC Filters/Misc. Repairs	NO	\$67,924.00	\$0	\$67,924.00	\$0
HVAC/Renovation/Capital Projects	HVAC Replacements at Riverheads High School (match to CSLFRF Funds)	NO	\$550,000.00	\$84,000.00	\$0	\$466,000
HVAC/Renovation/Capital Projects	VCTC/SVGS Renovation	NO	\$2,000,000.00	\$176,140.00	\$23,860.00	\$1,800,000.00
HVAC/Renovation/Capital Projects	SVGS mobile classroom	NO	\$100,000.000	\$100,000.00	\$0	\$0
	TOTALS		\$9,967,383.09	\$1,204,170.00	\$5,921,667.87	\$2,841,545.22

Please select your role (select all that apply):

208 responses



Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Administrator	Please spend money on materials and personnel that directly impact students. We need behavior supports in our building, not so many in CO to "share."
ACPS Administrator	Elementary schools need more IN HOUSE support. We could use a behavior specialist per building. We need people who are consistently available. Instruction support staff is also helpful, but it needs to be school based people.
ACPS Administrator	<p>At the elementary level, I am experiencing two areas of concern that take a lot of time and resources as an administrator. Our students are not entering school equipped with what they need academically, behaviorally, and socially. We need behavioral support in the form of TDT and behavioral specialists that can be there to work through extreme behaviors in the moment (running, destroying the classroom, anger outbursts that impede the learning of others as well as their own). Each school needs their own behavior support person.</p> <p>We need a full time in house speech and language pathologist and the ability to provide IEP service time as well as RTI services. We have many students in the youngest grades that need this support.</p>
ACPS Administrator	I would most like to see additional behavioral/mental health support at the elementary level.
ACPS Other School Staff	The emergency leave has been very helpful to make sure staff is taken care of if they become infected with Covid 19. However the leave should also cover if staff have to take off is a child becomes infected with Covid 19.
ACPS Other School Staff	ACPS did and continues to do a fine job using the funds to support learning loss during the COVID 19 pandemic.
ACPS Other School Staff	A raise for the nurses that are paid and treated like support staff and expected to work like regular paid staff member. We have duties that extend far beyond those of a support staff person such as Vision and Hearing screenings, dental clinics, monthly teachings, disease management, Covid/flu tracking, education of staff and parents, and these are just a few of the things we do, not to mention working after school and before school with 504 and IEP meetings. Albemarle County Public School nurses are now making over \$30/hr. It would be nice to make more than a fast food worker make.
ACPS Other School Staff	My son is attending college after graduating from Buffalo Gap. He is struggling with knowing how to study, take notes, and manage his time, some due to the lack of in class instruction and non-strict assignment guidelines due to COVID. Extra staff, and or resources to teach these skills to students would be especially helpful for college bound students.
ACPS Other School Staff	I think the money should go towards mental health issues for the children
ACPS Other School Staff	I would like to see the implementation of a full-time virtual school for those who benefit from that learning environment.
ACPS Other School Staff	First of all we need to let each student know that they are cared for either it be at school or outside of school. We need something that would grab their attention and no chromebook unless it was to research but also be learning with the unit that we are studying maybe projects just for in class in groups not a hard project. Use that money to buy supplies, another idea would be have a after school class if students are really into the Exploratories like Ag or Art have them work on projects that would entice them to study and stay focused.

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Other School Staff	I think it's a good plan
ACPS Student in grades 9-12	All I ask is that you ensure you actually understand the emotional needs of the students and how to address them (you can't do it with a checklist).
ACPS Student in grades 9-12	being a student is challenging yet easy. i think it's a great idea
ACPS Student in grades 9-12	I think that we should use the money on allocating more funds into the four main subjects; math, history, English, and science. Considering these four subjects are all needed to graduate, they should be taken seriously and increase the spending budget for new activities in classes.
ACPS Student in grades 9-12	I think it's important to spend money on that stuff
ACPS Student in grades 9-12	It would be a good idea. Use the spending plan to ensure more free after-school tutors in the community.
ACPS Student in grades 9-12	Use the money for higher teacher compensation and renovating and restoring the schools. Allow more availability for tutoring and increase the efforts to actually help depression and anxiety rather than just shipping them straight to therapy. If there is any left, I think the county should spend the rest to help poverty and hunger. No one should be alone, hungry and vulnerable during the holidays or ever. I hope you take these ideas into account. Let's make this county the strongest it can be! Thank you for listening.
ACPS Student in grades 9-12	I don't care about the spending plan or anything that involves money.
ACPS Student in grades 9-12	Fort Defiance needs renovations... desperately.
ACPS Student in grades 9-12	We just need to make sure that we spend the money carefully.
ACPS Student in grades 9-12	All our schools need more money.
ACPS Student in grades 9-12	academics like sports new track or new equipment
ACPS Student in grades 9-12	Food Prices
ACPS Student in grades 9-12	Can i have some of the money?
ACPS Student in grades 9-12	a new track
ACPS Student in grades 9-12	Covid-19 is over and those who want to want to wear a mask can. We should not continue to follow the strategy of 3 feet of distancing. The funds should be used for what is stated in the US Department of Education Fact Sheet. That's my feedback.
ACPS Student in grades 9-12, ACPS Other School Staff	I think we should allocate some funds to paying some community agencies to get started in schools that currently do not have services such as TDT or outpatient counseling. There are schools this year who have still not been able to get these services started for one reason or another. If we could use some funding to provide temporary support so the agencies can hire and get a caseload started then they could transition to Medicaid funding. We could also possibly continue to fund some spots for students who have private insurance that would not cover the service. These services desperately need to get started again in ALL schools.
ACPS Student in grades 9-12, ACPS Other School Staff	I believe it would be beneficial to attract and retain highly qualified SPED/EL paraprofessionals if we increased the pay for them. The amount of responsibilities and intricacies of this position deems a special type of person.
ACPS Student in grades 9-12, Parent/Guardian of a ACPS Student, ACPS Other School Staff	Spend money on teaching the kids to have them caught up and on technology so they can also learn at home.

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Student in grades 9-12, Parent/Guardian of a ACPS Student, ACPS Other School Staff	<p>I don't feel that it addresses the issues at all. One of the main problems with students academically is the overuse of electronic devices in the classroom and the underenforcement by school staff of the no cell phone policy during the school day. During Covid cellphones were the babysitters and sole amusement of most students and still are. Students are frequently allowed by various teachers to use their cellphones to listen to music or when they are done with their work, however, this just encourages students to be distracted by the messages and such coming in because the device is powered on. It also encourages them to rush through their work to use their cell phones or try to use them on the sly. This also makes it more difficult for staff that do try and enforce the policy, because some students become very difficult and angry when told to put the devices away. With most lessons being put onto Canvas, this just encourages more electronic device use and not active classroom learning. Students literally no longer know what to do with any small amount of extra time if they don't have a cellphone or other electronic device to use.</p> <p>Also, lots of instructional time is wasted when a teacher has a substitute. Having been a sub in ACPS (secondary level), I am both very surprised and disappointed that subs are basically babysitter at higher levels. Nearly every class that I have subbed for has just left various worksheets and movies for the students, which prompts them to be excessively bored and act out towards the sub. Many students don't even complete the work even if it is supposed to be turned in, because they don't have any fear of turning in late work as it doesn't seem to impact the grade very much. I have had students outright refuse to do the work or even just sleep through the whole class even when being repeatedly woken up. This is all lost instructional time and since teachers are frequently out, sometimes several days in a row due to flu or Covid, it really does effect student learning. Perhaps ACPS could have substitute training sessions so that subs could use the worksheets or lesson plans to run review games or activities instead of boring worksheets for the entire block. Some of us already have training to do this, and some are probably as bored as I am being just a babysitter when students could be learning.</p>
ACPS Student in grades 9-12, Parent/Guardian of a ACPS Student, Other Community Stakeholder	<p>These kids have fallen behind with the pandemic, they are struggling tremendously, mine included. They need extra help in the classroom & they teachers have gotten to a point where they don't care because they are burned out. For the first time in my sons life he's failing classes. Idk the answer but we have a huge problem. I think teachers need to be looked at and if they have a significant number of students with low grades something needs to be done. Teachers like Mrs Casto at RHS letting kids struggle & fall even further behind & fail. Telling kids in class she's tired of helping them it's time to move on. A veteran teacher with pre-pandemic methods that weren't great, worse now with learning loss, social struggles & mental health struggles. Look into that!!! I know my son is not the same kid, academically, socially or mental health wise and he's not alone. Please help these kids!</p> <p>Also, feed these kids us parents are struggling bad financially use money to give them lunches. Life is so hard right now.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Student in grades 9-12, Stakeholder 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	Some Local Educational Areas are coming under close scrutiny by Civil Rights organizations for policies during COVID that interrupted IEP directed services for students. To avoid similar situations ACPS should examine IEP's and avoid general closure if at all possible. Additional staff are very beneficial if they are well trained. If they are not well trained or under credentialed their performance could be a liability to the school system and to the students.
ACPS Teacher	Please hire more teachers across all grades. Smaller class sizes make such a difference.
ACPS Teacher	Pay teachers more. This will help with retention and honestly the issues we are dealing with post Covid extend beyond Learning loss. We are trying to Cover learning loss, while also being asked to substitute teach, serve on committee, coach, remediate, etc. improving teacher salaries would be tremendous as we are faced with fact more responsibility than pre-Covid
ACPS Teacher	Great!
ACPS Teacher	I feel that more classroom teachers should be provided an aide to be in the classroom to support with behaviors as well as remediation. This support needs to be provided all day long. I think that all K-2 teachers should have this aide to focus on much needed remedial support from the effects of the pandemic. I also feel that there is a lack of support with the behavior team.
ACPS Teacher	<p>More resources to help with student learning. More hands on materials we do not need to buy to help facilitate this learning.</p> <p>We could use bee desks or tables. The ones we have cannot keep getting adjusted because they are so old.</p>
ACPS Teacher	<p>Increase bus driver pay to lessen the stress on students and parents so we don't have double runs. Increase sub pay so our instructional aides are not pulled to be substitutes. Use the money you give teachers for absorbing students to increase the sub pay. Hire math specialists that are knowledgeable in math progression of skills and ways to support students who are missing skills to pull/push into the classroom like we do with Title one aides and reading specialists. Hire instructional aides for every one to two grade levels so they are not pulled to be substitutes. Hire additional administrators in our larger schools to support instruction and behavioral needs. Administrators don't have time to be in the classroom. Spend money on training and resources to support math remediation.</p> <p>I understand that the money is a onetime sum and what I've listed are long term budget items. However, we need to saturate our schools with staff and support staff to help divide the population and reach every student until we can get them back to where we were before. By saturating the school with highly qualified people we will greatly reduce the stress on teachers who are trying to do 4 jobs at once. It will also reduce stress on students because they will have more support and feel heard. If we had more staff, teachers would have more time to do core instruction instead of adding more and more power ups to segment our supports. Lack of core instruction is a major factor in our lower science scores.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Teacher	Fill spots left open due to lower enrollment numbers at SDMS. This has resulted in higher student to teacher ratios in curriculum areas where there is documented learning loss.
ACPS Teacher	Student apathy is a HUGE issue in the classroom currently. Students have gotten used to being rewarded for not doing anything in class, and still think they can do nothing and pass their classes. Passing a class doesn't seem to have the same meaning as it did in years past, and it's hard to get students to care about their progress. Using the money for some kind of rewards for students, additional resources for teachers, and more hands-on experiences for teachers and students would be hugely beneficial. Using the money for extra support for teachers would be great too, whether it's monetary bonuses, exercise classes, financial support for classroom needs, or anything else that helps the teachers. It's tough to be a teacher right now, planning engaging lessons for very uninterested students, creating additional assignments to help students retain skills and pass, and deal with parent/student feedback that is negative too often. If we want students to stay in school and teachers to stay in the classroom, the financial support needs to be focused on making the classroom experience more positive for everyone involved.
ACPS Teacher	The plan seems very general and not specific. I do not like how it isn't broken down by how much things will cost. For example, most of the money could be going to one thing and I would never know. I would like to know how much money is going to each section. I feel that most of the money needs to be given instruction (evidence based curriculum https://www.collaborativeclassroom.org/programs/sipps/) and to hire more reading aides.
ACPS Teacher	Looks appropriate.
ACPS Teacher	More monetary support for individual teachers and classrooms. Let teachers purchase materials, manipulative to enhance their own classrooms. Less in professional development, coaches
ACPS Teacher	Reduce class sizes! Smaller classes just make a more productive learning environment. Not more people to push in or pull out 20 minute groups!
ACPS Teacher	n/a
ACPS Teacher	Continue doing what we are doing
ACPS Teacher	So much wasted!
ACPS Teacher	I have none.
ACPS Teacher	The upgrades and improvements to the ventilation systems, addition of Summer Academy, After-School Remediation, and additional staff support are all expenditures that are money well spent. Most of our teachers in Augusta county know how to build upon and develop evidence-based practices to improve learning, address learning loss gaps, and assist with students with learning needs, but they are ill equipped to handle the increase in challenging and aggressive student behavior occurring in the general education classrooms as a result of the lock down. While challenging student behavior was on the rise before the pandemic, it has hit unprecedented heights since we have come back to a normal school schedule. It appears that we may need additional personal trained to assist students and staff with social, emotional, and mental health support, rather than more instructional coaches.
ACPS Teacher	Continue June Academy during the summer to address learning loss

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Teacher	I appreciate that teachers have been paid consistently without layoffs throughout the pandemic. I think June Academy is of great value and I've heard many positive things from the experience. Money was well spent on additional ITRTs and Techs, especially as we learned Canvas. Staffing coverage pay could be improved - especially for teaching double classes. It is extremely difficult to teach two classes all day and worth more than \$17/hour.
ACPS Teacher	Touch screen computers for kindergarten/first graders
ACPS Teacher	We need to continue to have instructional coaches for all schools, as their support is invaluable as we navigate the waters of post-COVID learning. Instructional Coaches work with ITRTs to provide teachers with plans to meet their students where they are and help teachers focus on teaching learning goals in an engaging manner.
ACPS Teacher	Increase pay for custodians so cleaning is better quality and maybe hire additional staff to be able to meet the higher expectations of cleanliness (especially given the attack on school restrooms). Provide personal water bottles for every student to decrease students putting their mouths on water fountains and increase hydration to prevent illnesses. Provide Internet services when possible to students without internet at home who are learning virtually while out sick (especially during flu seasons and especially low-income families). I agree with the need to provide services for the increased cases of mental/emotional/social health. This is definitely impacting learning as students hone skills with themselves and others.
ACPS Teacher	summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
ACPS Teacher	Active shop/mechanics programs need more funding due to the skyrocketing cost of consumable supplies, tools, and equipment.
ACPS Teacher	Proper funding for after school programs that address specific needs; i.e. math fluency at the elementary level. Programs to increase reading levels and fluency. Possible programs for students who are not going to college but wanting to enter the workforce. No need for a student to be sitting in an Algebra class for 3 years.
ACPS Teacher	We need school psychologists; We need to increase pay for our special education aides; health benefits to continue to compete with surrounding school districts;
ACPS Teacher	Section 3 - I think June Academy was beneficial to students and the second year was much improved using feedback. The learning was targeted and effective. I am curious where additional staffing was included to lower pupil/teacher ratios. I did not see any change in ratios at my school. I am also not aware of what mental and behavioral health school support services are available and if this was for students or teachers, or bbth.
ACPS Teacher	I would hope some of the money on HVAC/ventilation be used at Stewart Middle as well. We come back from long breaks to find mold in the room/on the furniture, and rooms are either too cold for students or never get any air to them and become a humid sweat lodge

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Teacher	<p>ACPS and especially Dr. Bond should be very proud of their efforts to keep the schools open and serving students. I know a lot of negative publicity went their way for decisions made to keep schools open as much as possible. As the dust is settling, we are finding out just how bad it was for students in schools that eliminated all contact. I am glad ACPS had the backbone to open up for face to face student interaction with safety protocols in place. Things would be much, much worse if we had not done that.</p> <p>Going forward, I feel that we are trying to assist students with additional middle management positions. These positions do not serve students directly, but to be brutally honest, just seem to put more pressure on teachers for non classroom related activities. We are all professionals. We know what our students need. We are face to face with these students every day, each period. To have people come in and tell us they know better because they are in a certain position is soul sucking. This is the hardest year of teaching that I have had, and I have quite a few under my belt. I need classroom support. I need behavioral issues dealt with quickly and predictably. I can't do anything to maintain classroom order when I have no idea what is going to happen with students that only seem to want to be a distraction. I have students who really need a little extra attention still, but I can't get to them because I am dealing with silly distracting behaviors that are still in my class because nothing will happen to the child when they are reported to the office. The bullied continue to get bullied, and the hurting are still afraid to speak up.</p> <p>Academically we keep lowering our expectations to "meet the children where they are." We have fallen down the hole so deeply with this approach that we may never be able to say a child at a certain level should be able to accomplish.....X. We are doing so much to show that our kids are meeting standards, but they aren't because we aren't expecting them to do the work of that standard.</p>
ACPS Teacher	<p>The plan for additional staff support has not happened in reality. At our school we are consistently short staffed and lack substitutes. There are no additional counseling or mental health support staff since pre-pandemic. There are also no additional social workers or instructional coaches compared with pre-pandemic numbers. Exceptional learners, SPED, and English Language Learners were not given priority for summer reading programs. The plan looks good on paper but I have not seen any changes as a result of current spending aside from a few cleaning supplies and the summer reading program for a very limited number of students.</p>
ACPS Teacher	<p>I feel that not enough is being done to support students emotionally and behaviorally. They missed many key opportunities to build those soft skills both in and out of school. It is obvious they still have a long way to go before we see more typical levels of social interaction and appropriate actions regularly being used by students. Not only that but students are in desperate need of outlets and day therapy for the issues they have kept bottled up during that time and are just now beginning to process. On the side of keeping people healthy and taking safety precautions I agree that we have done fairly well. It should also be noted thought that in order to provide instruction to those who are out for significant periods of time due to illness we need methods of determining if a student is out with an illness, which we do not currently have available to us.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Teacher	Remaining Funds: Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors
ACPS Teacher	As a teacher, I've been able to see first-hand how the needs of our students have changed over the past few years. I would like to see funding continue to go toward supporting our students' mental health by adding an administrative intern and/or more behavioral support. Thank you for using the money given to our district to make a difference in the lives of our students.
ACPS Teacher	<ol style="list-style-type: none"> 1. RISE Reading Remediation in high school 2. Pay seasoned teachers who are strong in instructional practices to be mentors (not coaches) to help the struggling teachers. Maybe with good support, these teachers will stay and be successful 3. Pay the insurance of retired teachers if they substitute a designated amount of days in the school year
ACPS Teacher	"Continuing to employ existing or hiring new LEA and school staff" - Due to instructional time lost due to COVID, teachers are trying to fill significant learning gaps that vary by child. There is a greater need than ever to hire more paraprofessionals to assist in interventions or push into classrooms to help fill the learning gaps.
ACPS Teacher	I agree with the prioritization of funding for HVAC, providing additional support for Summer Academy. Section 4 should be a priority. I think funding should also be set aside to assist with Career and Technical Education as well, since many of the students significantly impacted by the pandemic are the students that are workforce bound.
ACPS Teacher	<p>Keep VCSB counselors and other counselors in school!!!</p> <p>Support June academy at more locations.</p> <p>Find SLP's to cover much needed vacant position which is delaying language services for young children</p>
ACPS Teacher	I am a kindergarten teacher for ACPS. I am seeing a huge increase in social emotional and behavioral issue in my classroom. I think kindergarten needs more aide support and/or behavior specialist in the classrooms. Kindergarteners are not potty trained and are not developmentally ready to be independent. This increase in behaviors is putting a lot of stress on teachers and affecting the learning of other students in the classroom.
ACPS Teacher	Some funding should go to after school tutoring.
ACPS Teacher	<ol style="list-style-type: none"> 1. Higher pay for support staff, especially paraprofessionals. If we want to continue having high quality support for our students with disabilities, the pay needs to reflect this. 2. More inclusive opportunities for EL students. Gen ed teachers need to be trained and expected to work to include students with disabilities. 3. Updated rolling smart boards for all classrooms

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Teacher	Please lower class size numbers. I have 25, 26, and 27 students in my math classes including a large amount of students with disabilities. It is very hard to fill in math gaps from the last several years with this many students. A lot of the students that are behind, need one on one help. Not only do students need more support in reading, they need more support in math as well. Students all need more mental and behavioral health school support services. Behavior problems have increased significantly over the last few years.
ACPS Teacher	addressing learning loss and providing useful at home manipulatives and other supplies to help students work outside of school to improve upon areas of need.
ACPS Teacher	Additional Resources such as Moby Max, Flocabulary, etc to help with learning if an adult is not able to pull smaller groups. Additional Staff members for behaviors or academic needs. Mental Health support (resources or staff) for students. Mental Health days for staff due to how thin teachers and staff are stretched.
ACPS Teacher	Additional teachers
ACPS Teacher	We have quality supervisors and do not have a need for instructional coaches on top of that. Money would be better spent on facility upgrades and quality cleaning. Additionally, teachers would appreciate a budget increase to continue supporting their classrooms in the best way they see fit.
ACPS Teacher	Our school could value from having more TEACHING positions, so finding the funds to allocate for those positions would be beneficial.
ACPS Teacher	I understand that this money isn't a taxpayer base that will be giving money every year. But if there is any way to use this to get more staff in the schools, that is generally a good investment. Every school having a licensed counselor/mental health professional would be good.
ACPS Teacher	<p>More money in technology is not necessarily the answer to the gap in learning. The students have taken steps back because accountability has slid backwards. This is something that has to be addressed with all students, parents, and teachers, and especially new teachers who may not know expectations pre-Covid. If money can be spent in a way to train teachers on grading, expectations, etc and not a boring webinar or online course, but thoughtful and meaningful professional development. You can even summon veteran teachers and pay them a stipend to supplement their time for preparing these trainings for ACPS grading, expectations, etc, DOE doesn't need to do this!</p> <p>For students and parents, open lines of communication on accountability I believe takes place with Infinite Campus being online and always accessible to keep track of grades, but in addition needs to be phone calls home, emails, etc. Many students (not all) want to do very little to nothing to receive an A and is quickly becoming the norm.</p> <p>Distractions in cell phones is also an issue that makes the gap even harder to fill. Expectations, and sticking to them, on cell phones should be county-wide and communicated fervently with parents and students. If there is a safe way to store phones in classrooms to avoid theft, etc., this should be looked into as well.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
ACPS Teacher, Early Childhood Provider, Stakeholder 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	Staffing remains one of the most crucial problems facing ACPS. While administrative hires at central office (especially in Student Services--more facilitators, more instructional coaches, etc.) have increased dramatically, improvements in student-to-teacher ratios that directly impact students' ability to learn and teachers' ability to provide the best instruction have not happened. The school at which I am employed is having to fight to keep a special ed instructional aide (one of the lowest paid positions in SpEd) to meet student needs when the number of facilitators has nearly doubled (one of the highest paid positions in SpEd). Retaining staff is also part of that problem. The division's payscale needs to line up with surrounding areas, especially for those working with the most vulnerable students including special ed teachers, aides and therapists. Speech Language Pathologist positions remain open for years because Augusta County is unable to compete with the pay that Staunton, Waynesboro and Rockingham County are offering their SLPs. As positions open in those areas, long-time Augusta County SLPs are leaving to take those positions.
ACPS Teacher, Other Community Stakeholder	Additional support staff is needed in kindergarten classrooms, 1st grade classrooms and 2nd grade classrooms. The help needs to be extensive in the early grades, you will find fewer problems in 3rd-5th grades. The expectations are very high for our youngest students and there needs to be another adult in the classrooms.
Early Childhood Provider	It all looks fine to me
Other Community Stakeholder	It is very non-specific-which schools would receive the additional coaches and social workers? What's the criteria? The use of instructional coaches should be further defined-are they going to work with students? What special training will they have? Summer programs need to be funded well into the future. What technology is included in the technology section?
Parent/Guardian of a ACPS Student	<p>I support additional instructional coaches and tutors to help those student who have fallen behind during the pandemic.</p> <p>I also support additional social workers to help this children who are in precarious situations due to parental job loss, family serious illnesses, or family deaths during the pandemic.</p> <p>Additional funds can also be used to provide free nutritional breakfast and lunch to ALL children. Numerous studies have highlighted the importance of good nutrition in the learning environment.</p>
Parent/Guardian of a ACPS Student	Okay
Parent/Guardian of a ACPS Student	seems like part of the funds are already allocated and/or spent since some of the items are noted with dates of 2020 and 2021 so why not present an update of the plan to reflect current data by outlining what is being proposed from now, not what has already been allocated or spent.
Parent/Guardian of a ACPS Student	I would love to see free mental healthcare available to all students. Additionally, tutoring is also very needed.
Parent/Guardian of a ACPS Student	Cap on teacher raises. Better internet at Gap High School. Increase social workers at all schools to help with emotional and behavioral concerns. Need more mental health assistance in all of the schools. Too often the money is used for teacher raises. They are paid well. 3-4 weeks off and summers off. Seriously, mental health works 24/7 with very slim and rare raises.

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	Provide students with more field trips to see how things work in real life. Across ALL grade levels. Museums have a plethora of information that can be very beneficial to all students. Nurseries can help students understand plant life cycles and how to create more life. Visiting hospitals and nursing homes will also help students understand the human life cycle.
Parent/Guardian of a ACPS Student	If the current spending plan is suppose to jump out at me by clicking on the link attached in the email, it does not. What am I to find. I found a menu with a flow chart on the left and a synopsis for the 2022-2023 school year but not what I call a spending plan, that is what dollars are being spent on what.
Parent/Guardian of a ACPS Student	I have 3 children from elementary and middle school in Augusta County they are in the exceptional learner's classrooms for my middle schoolers and I just have noticed special needs kids needs A lot more consistency And I feel there was too many daysThe children were out every month for this school yearThey were always having long weekends every other week and I've never seen it like this in all my years... I just highly encourage that we have more days in school and less days off.. My children did not do well during virtual learning so it is so vital that our children are in school learning.. So please go to school more often next year with maybe one teacher's work day a month but not 2 in a month.
Parent/Guardian of a ACPS Student	We need SAT prep for the next couple of years. These kids are going to struggle the most. Lots of Algebra skills were missed.
Parent/Guardian of a ACPS Student	Behavioral development and coping skills
Parent/Guardian of a ACPS Student	Upgrading the lunch menus to more nutritious food. Get rid of the pre-packaged/processed food and replace with fresh fruits and vegetables when cooking.
Parent/Guardian of a ACPS Student	Better mental health care and more help for teachers
Parent/Guardian of a ACPS Student	I think focusing on learning loss is important. Stop focusing on Covid so much. It's here to stay. Treat it like any other virus. The kids are tired of hearing about it. Giving assistance to the less fortunate is important but you fail to remember that even financially fit parents struggle sometimes. It's strange to me that there were free lunches to everyone during the Covid pandemic but not now and there isn't enough food served for teens.
Parent/Guardian of a ACPS Student	I think the best combatant for learning loss due to the pandemic is to make sure the learning is meeting everyone where they are currently. To do this a focus on revitalization of our arts and music programs is necessary. If each student can find an additional way to think about things(music,photo,paint,shop,auto etc)the standard learning course benefits everytime for every person.
Parent/Guardian of a ACPS Student	Students who are struggling to have their material needs met are unlikely to benefit from even the best learning loss strategies. Let's bring back free lunch! Additionally, it's been disappointing to see almost all mitigation strategies dropped as soon as they weren't required. We don't HAVE to do the minimum just because we can. How unfortunate to watch viruses rebound as children are once again packed around lunch tables. Are mitigation efforts only on the shoulders of our janitors? For their continued efforts, and all the extra work they put in over the pandemic, the janitors should receive a bonus from these funds.

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	<p>1. Stop rewarding kids for coming to school sick (missing 5 or fewer days = no exams for kids with an A. If they have an A already, they have shown mastery and there is no reasonable need for an exam!)</p> <p>2. Mental health care for ALL students, not just high risk kids. Parenting programs - in person. By licensed folks, not a high school graduate at the OOOY. Stressed kids don't learn well. Stressed families cannot support kids' education. Plenty of rich folks are stressed - just able to hide it better.</p> <p>3. funding for art and physical play/yoga/meditation/mindfulness/free unstructured play - things that are proven to help minds heal and focus and learn to problem solve and increase social skills.</p> <p>4. Give teachers more leeway in developing their own styles and pacing. Let them spend time teaching and planning their own way - not so admin can check off boxes. I see too much time spent for admin and not for the students. Remember when teachers didn't have to write lesson plans and students still learned? And teachers stayed more than 5 years? I'd never go into the field now. Research showed there was little commonality between highly effective teachers as far as style.</p> <p>5. It is no secret to those that pay attention, that most policy seems tied to funding rather than actual teaching and what is best for students. All about graduation and truancy rates now. Sad. Glad I went to school before block scheduling. Travesty. Ruined band, among many other things.</p>
Parent/Guardian of a ACPS Student	Agree with plan.
Parent/Guardian of a ACPS Student	Considering education is suppose to be free, maybe use some of that money to get rid of the outrageous book fees parents are made to pay, offer before and after school for parents in need, do more field trips with the kids.....make learning enjoyable
Parent/Guardian of a ACPS Student	I feel some children were really hindered academically & socially by the pandemic. I know personally it has affected my granddaughter big time. I would love to see more resources for after school programs & more opportunity over the summer for added learning help.
Parent/Guardian of a ACPS Student	There has been zero support for learning loss, I begged my daughters teacher whom at the time was in 2nd Grade for additional days and was told there were not sufficient seating. 3rd Grade her teacher was so strict with SOL, after school and the RISE program she hated school and cried daily. Today 4th, she was still behind in the same areas, so now I am paying out of pocket for a tutor, \$40 a week for one hour. Thankfully this is something we can afford and her grades in one short month have increased from a D to and A. We must do better for the children whom are not as fortunate and the parents that have tried and tried to get the additional help. Where has the money gone?
Parent/Guardian of a ACPS Student	Summer school programs After school programs
Parent/Guardian of a ACPS Student	<p>My child needs to learn cursive. He went to HKC Elementary school and is now a sixth grader. He was never taught cursive and I feel this vital! I'm willing to let him stay after school to learn. I have tried to teach him but I am not a teacher and do not have the necessary skills to guide him.</p> <p>He also missed out on his trip to Jamestown, which would have helped him with Virginia History. I think the trip needs to be offered at the end of the school year to any child that missed this trip and wants to attend. This should be offered during the first week of summer vacation.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	Focus on math, science, and social interaction. Maybe include something around an age appropriate Myers's and Briggs type of test/training along with group/team building communication exercises.
Parent/Guardian of a ACPS Student	I feel it's in our best interests to spend funds on social emotional learning for elementary students. Covid isolated students for over a year. Students were also subjected to limited social interactions once schools reopened. I feel social emotional skills take priority over academics due to mental health concerns our children face.
Parent/Guardian of a ACPS Student	I love the STEAM program at our school. However, I would love to see more opportunities for my children to engage in clubs, arts, language, and social skills. Also, it would be helpful to understand how technology resources are paired with classroom instruction, and to make sure they are being used with purpose.
Parent/Guardian of a ACPS Student	Mental health support and tutoring support staff
Parent/Guardian of a ACPS Student	Tutors for students falling behind
Parent/Guardian of a ACPS Student	Those that need extra assistance should be able to achieve the needed time allotted to improve. I believe the longer days would help parents that work normal 8-5 hours and go to school a little longer than getting out in May. With this length children still need time to be children and take many breaks otherwise the extra learning will have too many students with burnout not to mention teachers and parents. With many parents only having one or two weeks of vacation to spare we need to implement something that helps all.
Parent/Guardian of a ACPS Student	address learning loss during COVID and fix staffing issues (we need more teachers and more experienced teachers ...we have lost a lot of good teachers to early retirement, other jobs, etc. and the good ones that remain are stretched too thin...get them the resources they need to help them focus on teaching our children)
Parent/Guardian of a ACPS Student	I believe first and foremost the funds need to go to help these students catch up from missing so much school. My daughter is 2 years behind! This has effected her the rest of her life and would hope something is in the plans to give extra learning and not just push kids through school.
Parent/Guardian of a ACPS Student	Something needs to be done to protect or children from school shootings. Armed guards or whatever it takes.
Parent/Guardian of a ACPS Student	This plan feels appropriate for our current understanding of COVID and how the virus has manifested since its introduction. I would also say that I further support these actions as outlined in the this plan as just the general accepted protocol for all times to help avoid communal illness in public areas outside of COVID.
Parent/Guardian of a ACPS Student	Training for staff and students on racial issues as well as helping with cost of counseling for students dealing with mental issues arising from pandemic (isolation, lack of socialization, etc)
Parent/Guardian of a ACPS Student	Better security measures in each school, regarding children's safety. Door locking systems, fireproof windows and doors, more security personnel, etc.
Parent/Guardian of a ACPS Student	please provide additional staffing (teaching assistants & tutors); compensate teachers; develop effective virtual options to help students keep up when sick (the flu season this year stunted the learning of many students with being out sick for weeks and then struggling to catch up on their own... they never overcame the set-back)

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	<p>This is a great opportunity to begin to address the mental and social effects that covid isolation had on our children and families. In my daughter's age range especially (K-5th) kids seem to have more trouble navigating social situations such as asking other kids if they can play with their group on the playground or inviting others to play. Some of the kids I've interacted with while volunteering at her school are also what I would describe as hostile - taking a flower that another child picked and stomping on it, pushing someone whose back was turned and blaming it on another child - which may be "normal" behavior for this age but the class as a whole doesn't know how to react to these "bully" kids. It's as if they've lost an entire phase of their social development.</p> <p>Also, there seems to be an enormous amount of anxiety for elementary kids - may be due to stressful or unstable home conditions, or maybe just the state of the world they see? I think programs to help all of our children learn social and coping skills, and strategies to be more resilient and safe would be a huge benefit to Augusta County.</p>
Parent/Guardian of a ACPS Student	Free school lunch and more aides and resources to help struggling students
Parent/Guardian of a ACPS Student	Mental health services , counseling for students
Parent/Guardian of a ACPS Student	Mental Health support for the children.
Parent/Guardian of a ACPS Student	<p>The vast majority of resources allocated to Augusta County Public Schools needs to be focused on teachers (not administrative staff nor social workers) and supplies/training/development of activities to enhance the learning experience of all students in K-12. Most people, especially children are hands-on learners and would be well served with more hands-on activities for learning in and outside the classroom. In addition, resources should also be used to provide after school tutoring. Typically those sessions are with smaller groups of students and focus can be placed on those that need help. If the learning experience is made more enjoyable for all students; their mental and emotional health will improve as a natural consequence of improved performance! It's a win-win for all!! I'm completely on board with improving the ventilation in our schools buildings, use the resources responsibly and improve air flow for the health of all student/teachers/staff and then get to work making Augusta County Schools a great place to learn for every student!</p>
Parent/Guardian of a ACPS Student	Do Not Fund Any Further Staff Positions !
Parent/Guardian of a ACPS Student	No More Teachers
Parent/Guardian of a ACPS Student	<p>Mitigation strategies are working. Technology seems okay for what's needed. There are enough built in snow days that a week closure probably wouldn't impact too much in the event of a COVID (or flu outbreak). Elementary school students would probably now struggle with remote learning unless it synchronous with a teacher actually zooming with them. Otherwise, the learning is dependent on the parents. There needs to be more to support working parents in regards to free (or reduced cost) after school care as well as additional funding towards preschool programs so that at a minimum all 4 year olds have the opportunity to have an academically rich preschool year prior to Kindergarten. With many day care centers limited or now closed, there is not much in terms of opportunity for 3 and 4 year olds. More counselors/social workers need to be in schools discussing mental health in some way with all grade levels.</p>
Parent/Guardian of a ACPS Student	After-school programs
Parent/Guardian of a ACPS Student	It should go towards teacher salaries- all of it

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	<p>There should never be a major shutdown for our children. It negatively affected so many! My children's mental and emotional health declined. My son needed speech therapy and never received the full sessions until this year. I think tutors, counselors and support need to be provided to help our students progress to where they would have been if the shutdowns had not occurred. There should be more county sponsored events for each school to increase and encourage social interactions. PTA's should NOT have to fundraise for the events to re-engage children. Teachers should be given financial resources to purchase items for their classes to help re-build their learning environments.</p> <p>We also need better access to the internet. I live in Mt Sidney and am limited to ATT's hotspot. Our internet is pathetic and was a big burden when my children had to learn from home.</p> <p>In the future, masks should NEVER be mandated. Students should NOT be forced to social distance. My children have been sicker this year than their entire 6 and 11 years. The shutdowns greatly weakened immune systems!</p>
Parent/Guardian of a ACPS Student	Higher flow hepa filtration upgrades
Parent/Guardian of a ACPS Student	Please increase teacher pay
Parent/Guardian of a ACPS Student	Improve bus driver incentives so we can have safe and healthy drivers
Parent/Guardian of a ACPS Student	<p>With my limited understanding of what these funds are allowed to be used for, my suggestions would be to make sure there are funds allocated to the indefinite continued cleaning and precautions for our school regarding COVID and other infectious illnesses that our students always tend to share with each other and teachers and staff. (if this is additional custodial staff, supplies, equipment, etc.)</p> <p>I think it would also be wise to allocate funds for additional technology and instructional staff at each level elementary through highschool, but primarily in middle to highschool to allow students who may need additional instruction or follow up to catch up and stay on track with their education goals. (this is not just needed due to COVID, but I think having the extra teachers would allow teachers more planning time so that they can be more productive, excited, and efficient with their classes making them more beneficial educators).</p> <p>Additional funds for training for teachers (and potentially offering virtual or in person training for parents) so that technology can be used to the best capacity and also be used more universally across grades, teachers. The use of canvas and other apps varies greatly from grade to grade and teacher to teacher which makes it difficult for students to keep track of assignments/announcements and very challenging for parents who try to stay involved and help their students stay organized and on track with assignments. (If all teachers could use the same format/structure of announcements, modules, due dates, etc., it would be greatly beneficial)</p> <p>Best of luck as you weigh these challenging decisions to use these funds most wisely for our schools.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	<p>Do something about the hour-long bus ride my child has to and from school. Maybe purchase vans or minivans that wouldn't require drivers to have a CDL; they would have fewer riders but also a shorter school commute. Or increase bus driver pay to compete with Staunton City.</p> <p>Instructional aides.</p> <p>Put the money in a fund that gains interest to be better prepared for the next pandemic. Augusta did the best possible job navigating COVID, and perhaps this money could be set to grow to immediately tackle the next pandemic.</p> <p>More surveillance around schools / police / anything to deter school shooters.</p>
Parent/Guardian of a ACPS Student	<p>Give the extra money to the families of students. We are all in need right now due to inflation and many families are struggling financially to meet their child's needs.</p>
Parent/Guardian of a ACPS Student	<p>I think the spending plan is divided well but more emphasis and easier access to mental health/counselors for kids should be accessible. A two month turn around period for a child to be seen by a counselor isn't beneficial, especially if the child had more significant needs. Also, this information needs to be shared widely with families about these resources available and how to access them.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	<p>There is an obvious need to support students coming out of the pandemic with their academic, social, emotional, and mental health needs, however it is just as important to keep the stream of funding student focused. Supporting the teachers financially and increasing teaching staff will support all your goals in the most economical way possible.</p> <p>In Section 3, it's proposed to use approximately \$2.6 million for unfinished learning including teachers and Elementary Administrative Intern, and Behavioral Technicians. Are these positions only for summer remediation? Could students benefit from Behavioral Technicians throughout the school year?</p> <p>In Section 4, its proposed to use approximately \$4.2 million for Instructional Coaches, Social Workers, technology positions, technology, payment to teachers, and staffing coverage. Why is more money being spent on central office positions? There are already plenty of instructional coaches hired in the county who are available to support teachers (whether it is happening is not apparent). More teachers will lower the student to teacher ratio and allow for more valuable interactions, lower burnout of teachers, and stability needed for students coming out of a pandemic. Instead of Social Workers, there needs to be more school counselors hired to be able to spend the time and energy needed to support the actual social, emotional, and mental health needs of students, in schools daily. Social Workers are not in each school and often share many schools. School counselors are housed in each school and charged with many tasks which take away from one-on-one time with students which is desperately needed. Increasing those professionals that work with students DAILY, is the only way to spend these funds.</p> <p>In Section 5, across all grade levels most of the strategies listed fall on the teacher. Whether it's planning and implementing an assessment or program, creating a responsive classroom, analyzing data, or utilizing the Response to Intervention process this all falls on the classroom teacher. These are more responsibilities being asked of teachers who just survived the pandemic. These teachers were told to, essentially, 'toughen up' and get to work are now being asked to double up on their responsibilities. Lightening the load includes hiring more teachers, not instructional coaches. IF the instructional coaches will take some of these outlined responsibilities form these teachers, that would be optimal, however, it's unlikely the case and all the listed above will fall on a teacher.</p>
Parent/Guardian of a ACPS Student	I would like to consider the further distribution of P-EBT funds towards families to offset increased inflation on groceries and supplies needed for students to continue to be successful in the classroom. I further think each school should have an additional allowance for each teacher to help fund their classrooms for supplies and activities to keep students engaged during lessons
Parent/Guardian of a ACPS Student	Thank you for your thoughtfulness and intentionality in developing this plan that benefits all schools and students in Augusta County. Our family is grateful for your efforts!
Parent/Guardian of a ACPS Student	I think it's well thought out and addresses the major aspects of our children's wellbeing.

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student	One option is to hire a teacher familiar with online learning strategies to generate a remediation 'class' for students who do not pass in a particular grade/subject. Those online modules can be used by the student to bolster their knowledge in the summer, take a competency exam in late summer, and better prepare them for the next grade. This sure beats 'social promotion' or passing a student just to keep them in the same grade even though they do not have the basic background to be successful in future classes. In addition, these modules can be used for years to come with only a small dedication of resources (time from a teacher and \$\$\$\$ to pay for their efforts).
Parent/Guardian of a ACPS Student	Increase teacher salaries. X% for all and an additional X+ 1-5 % based on performance in the classroom, service to the school (coaches, tutors, PTA work).
Parent/Guardian of a ACPS Student	Pay teachers extra to do tutoring in the summer and during breaks. This must be 1) not required of teachers but an opportunity to earn money during a break IF THEY WANT TO and 2) need based - in other words... money for tutoring in subjects where students are struggling the most (STEM).
Parent/Guardian of a ACPS Student	Pay raises for all teachers. None for Eric Bond. A trained monkey can make the same decisions as he does... maybe better
Parent/Guardian of a ACPS Student, ACPS Other School Staff	I would like to see continued efforts to be made to upgrade and/or replace HVAC equipment to provide proper temperature and humidity levels and air quality throughout our schools and classrooms
Parent/Guardian of a ACPS Student, ACPS Other School Staff	I feel like the best course of action is building a strong group of teachers and filling vacant roles. By offering teachers incentives, they are more likely to stay. By offering higher pay, you're more likely to hire new teachers. If you want to catch our children up, talk to the teachers and see what ideas they have. When they start back to school and have to sit in meetings where they're talked "at" rather than with, the division could be missing out on some good ideas. Also, make learning more entertaining. The biggest problem with children learning is they get bored having to learn for the sake of taking an SOL. If you really want to invest in the children, allow them to use their imaginations, build strong foundations in grammar, spelling, and math. The rest will come with time, but reading, writing, and mathematic skills will last a lifetime. When I was in elementary school we had a school wide write-a-thon and read-a-thon each year and I have had a life long love of reading and writing. We learned skills without realizing it and they stuck. You have a wonderful group of teachers who are overworked. Build on them and then use them to help build a curriculum to help kids not just learn, but enjoy it. I am not a teacher, but know they are what helps our children become strong leaders and learners. Let's give them the pay they deserve, the staffing levels they need, and the ability to help build a strong plan to help our children overcome the issues many have faced since the beginning of COVID.
Parent/Guardian of a ACPS Student, ACPS Other School Staff	Staff pay, help gain more staff with training offered to those who are already in the schools and push to keep those staff with higher wages.
Parent/Guardian of a ACPS Student, ACPS Other School Staff	The plan should ensure 1 additional secondary instructional coach for the Buffalo Gap, Riverheads and Beverly Manor Schools. The plan should also be used to provide more instructional resources and support for teachers new to the profession.
Parent/Guardian of a ACPS Student, ACPS Other School Staff	Please consider lowering ratio of staff/students, teaching and support (psych, counselor, ssw, etc) and continue to increase salary to recruit and retain strong employees.

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student, ACPS Other School Staff	<p>1) reliable transportation to ensure students are on time for class to get ALL the instruction during their first class</p> <p>2) continue TLC for elementary and implement the same help in all core curriculum for middle and high school students</p> <p>3) offer smaller class with aide for students demonstrating below level that offers learning in a way that benefits the students- not all students learn from lectures and note taking....</p>
Parent/Guardian of a ACPS Student, ACPS Other School Staff	I think money should be spent to secure current staffing and increase staffing so that teachers may have the support staff needed to improve their ability to teach to all levels of ability . I also see a need for aftercare that could potentially create opportunities for those students to have additional assistance with educational curriculum
Parent/Guardian of a ACPS Student, ACPS Other School Staff	Mental health services and staff are needed within the school division.
Parent/Guardian of a ACPS Student, ACPS Other School Staff	I probably only know this because of my role in the schools, but I see the value in our instructional coaches and ITRTs. Teachers are overwhelmed with the loss of learning in every subject. Students also have lost a lot of executive function skills needed to be successful in classrooms. An increase of coaches and ITRTs helps to train teachers to deal with changes in our students, deal with increased mental load, and deal with our new approach to blended learning. Our coaches and ITRTs provide direct support to teachers when teachers need it the most. The drawback is that we have coaches and ITRTs with three schools. It is difficult to provide enough support to three different schools in any given week. Additional positions are needed. As the saying goes, "Give a man a fish and he eats for a day. Teach a man to fish and he eats for a lifetime." An investment in coaches and ITRTs is an investment in professional development at a team or individual level to meet the direct needs of teachers so they can grow for a lifetime.
Parent/Guardian of a ACPS Student, ACPS Other School Staff	I think that increase pay for EL Aides to help prevent turn around, especially since those kids need consistency. Also increase for bus drivers and janitors.
Parent/Guardian of a ACPS Student, ACPS Other School Staff	Looks like a good plan

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student, ACPS Other School Staff	<p>Dr Phil stated "We are not raising children we are raising adult!" As a substitute teacher and as an Instructor of firemen. I believe that our teachers have lost touch with the students due to the cell phone problem. More teacher interaction and hands on labs are needed. Furthermore, telling a student year after year to go to school, make good grades, and get a diploma does not explain why the students need to get a good education. Heres a real Example, A child told me, after being late to class, why do I need to learn geometry? My reply was. What do you plan on doing when you leave High School? He said HVAC! I replied if you can't figure out how to put two 90 degree angles together to make a box I wouldm't have you work on my house.</p> <p>The action was this. A disruptive child that came in late to class started doing his work and never looked up. Afterword, he came to me and said nobody ever explained that to me! Our students and children are crying to be told the truth and we ignore them. As parent and a teacher it is our job to cultivate productive citizens with passionate goals to better the world we live in. Our children do not need more isolated counseling from a mental health professional that has no interest other than to place a label on them and then suggest medication. Our children need more truthful interaction with their teachers and parents that cultivate their passions to be an upstanding person after high school.</p>
Parent/Guardian of a ACPS Student, ACPS Other School Staff, Other Community Stakeholder	<p>Not enough funding has been applied to social -emotional issues impacting learning. Young students have not received enough support to help them adjust to in person learning, social and academic expectations, and time spent away from family. Teachers need more in-class support for behavior management and completing required tasks/assessments. Students need more structured emotional support. Mental health difficulties are rampant and we do not have enough counselors to support the number of students in our schools. Not enough has been done to attract and retain substitute teachers, so when our teachers are ill, students get shuffled into other classrooms which districts the entire grade. Or, support staff get pulled from their regular assignments and students miss services.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>Funding for staff (social workers, counselors) to provide in-depth SEL lessons to students, not just classroom teachers, would be good.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>After school program, more educational resources for teachers, more consumable resources for teachers to have access to for students</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>Extra guidance counselors to support behaviors and mental health in the building. Extra aides support to support teachers and make smaller groups for learning. Mental health days for staff. More picture books to support mental health issues and ideas for elementary school.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>Need to continue to address learning loss gaps (providing reading programs + MATH programs in form of before-school/after-school tutoring, etc.)</p> <p>Need to continue to assist students with social, emotional, and mental health support</p> <p>Need to continue to provide for low pupil/teacher ratios</p> <p>Need to continue to provide funds to upgrade HVAC systems</p> <p>Need to attract more qualified math teachers to fill positions</p> <p>Need to attract more people to fill bus driver positions</p> <p>Need to attract more people to fill substitute teacher/driver positions</p> <p>Need to return to high expectations for student submissions of high-quality work</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student, ACPS Teacher	Support teachers, and address the mental health issues our students have and provide support
Parent/Guardian of a ACPS Student, ACPS Teacher	Additional funding for school counselor positions.
Parent/Guardian of a ACPS Student, ACPS Teacher	The funds should go towards compensating staff, and to learning resources for the students.
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>*Teacher/Staff benefit packages need improvement (more personal days, better health insurance, etc.)</p> <p>*Increase the number of aids in the building and their pay</p> <p>*Renovating our older buildings--heating units, bathrooms, removing mold, etc.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>Increase the number of support staff in buildings. Kindergarten should have an instructional assistant with them throughout the school day to support building foundational skills. We need additional supports in math. Purchase a full curriculum for teachers to use across subject areas so that they aren't spending as much time creating- our teachers are not curriculum developers, but we are asking them to do so!</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>We NEED smaller class sizes. So many students have gaps due to missed instructional time during the Covid pandemic that are not being filled. As a teacher, it is nearly impossible to meet with those students and instruct them, on their levels, having 20 or more students in the class. The pacing and rigor remain the same; however, many students are not the same, academically, socially, and emotionally, as they were before schools were closed. I understand this funding is temporary; however, teachers could be hired for a, say 3 year term. They could help meet the needs for smaller class sizes, or provide specialized instruction for slower students who need extra support, but do not necessary require and IEP. As a parent, my son is bored in class as teachers work to teach those students who are struggling. For students whose education did continue at home, and who do not have gaps, there needs to be extra classes provided for students on or above grade level.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>More administrators for elementary schools - too many issues and not enough admin to handle it. More funds towards mental health (counselors, elk hill, etc.) Kids that need to be seen aren't because there are not enough people to see them.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>Spending money on social distancing requirements at Buffalo Gap does not seem like a logical use of money, seeing that physical distancing is no longer required. Now if BGHS is not up to code for something that is different. Fort Defiance High School is in need of major renovations.</p> <p>Using the money on more Instructional Coaches does not seem necessary to me. Through my experience I do not see teachers utilize them. I utilized them once, and the feedback I received from students and parents was not positive.</p> <p>Class sizes are too large, in all grade levels and subject areas. Science and history/social studies classes can push more than 25 students in a class. This creates not only safety concerns but the goals to adequately cover material and ensure mastery is not met with this student to teacher ratio. We need MORE teachers in order to ensure student comprehension, understanding. By lowering classroom sizes, you will see an increase in SOL scores when teachers can give students the additional help they need.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>As a parent of a 9th grader I'm satisfied with the plan in place.</p> <p>As a Special Education Teacher at the elementary level I am significantly concerned about the number of students receiving and/or being referred for special education services. It is my opinion that these numbers so high as a result of instruction lost due to COVID. Fourth and Fifth graders are reading on kindergarten and first grade levels. These same kids are still using their fingers to subtract 10-1=. These kids missed in person instruction on the foundational skills of both Reading and Math. The question is would they be considered a student with a disability if COVID didn't impact their access to in person instruction? As a result of signifiantly high numbers of special education students we, the sped teachers have 17+ students on our caseload and obviously this is taking away from individualized instruction...the point of special education. Money needs to be purposefully used to close this specific learning gap and on additional sped teachers until this gap is closed or at least reduced. We can't keep the current expectations of students or staff.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>As a teacher, more people in the building would have made the difference in students' learning since there is so much individualized need and gaps, and we have less help at my grade level than ever before! We got one or two new people in the building, but we needed way more as I actually have the least amount of help as ever in my teaching career. As far as from a parent perspective, I can't see any changes from my high schooler's perspective, so I am not sure what's being done with the money at that level. Had I not known that there was more money available, I would not be able to tell.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	<p>While there is already a lot of money aimed at addressing the learning loss in reading, there doesn't seem to be any support for math. Adding additional staff to combat math learning loss in the way of intervention and remediation would be extremely helpful.</p> <p>It would also help combat learning loss to give teachers a once a month planning day like in 2021. This allows for teachers to have a deep dive into making sure unit plans and lesson plans are well aligned to current standards AND teachers are able to differentiate for the various levels of learning loss in our classrooms.</p>
Parent/Guardian of a ACPS Student, ACPS Teacher	Increase pay for EL aides. Increase pay for janitors and other support staff
Parent/Guardian of a ACPS Student, ACPS Teacher	Decreasing the classroom numbers by increasing teacher numbers would allow for more remediation and small group opportunities. Increasing the number of remediation specialists in schools and providing more training to help teachers learn new strategies.
Parent/Guardian of a ACPS Student, ACPS Teacher	Extra personnel to support reading instruction and intervention is crucial!

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
<p>Parent/Guardian of a ACPS Student, ACPS Teacher, Other Community Stakeholder</p>	<p>I'm a high school teacher in the county, my kids also attend ACPS.</p> <p>Student safety is a priority. Keep the vapes/weapons/drugs/contraband out of our schools.</p> <p>Put a drug dog with each SRO at the high schools.</p> <p>The dog could greet the students entering the building each morning if a reaction occurs, send the student to a holding area for further search. Our SRO could patrol the hallways and check for drop points and remove contraband from our schools.</p> <p>Metal detector and or wands to detect weapons.</p> <p>Safer schools could drop cortisol levels (in students and staff) and improve socioemotional as well as academic performance.</p>
<p>Parent/Guardian of a ACPS Student, ACPS Teacher, Stakeholder 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, Other Community Stakeholder</p>	<p>A greater emphasis needs to be placed on students with significant learning gaps. More teachers/aides focusing on those learning gaps would be ideal. These students are unable to be successful with the grade level work because of their learning deficits, which does effect their social/emotional learning. In the classroom I see their frustration rising and their self-esteem impacted. Lowering the student/teacher ratio would allow more students to receive the help they need in small groups within the classroom setting. Allowing all students to continually pass on to the next grade without satisfying the standards for the current grade is not the answer.</p> <p>The plate of SPED teachers is continually being piled high with student behavior issues, additional students to observe, IEP and 504 meetings which also impact their current students and their service times. I think it's important to recognize this need and the impact it has on the burnout of the SPED teacher (I am not a SPED teacher by the way).</p> <p>More resources within the schools are needed for students struggling with issues who request to see a guidance counselor. A student should not have to wait a week to be able to address their need with a counselor. More social/emotional support group opportunities (we refer to them as the "Lunch Bunch") for students who struggle with common needs (behavior, making friends, self-esteem, etc.).</p> <p>I appreciate all the effort and resources it takes to implement such measures and I'm thankful for ACPS and the dedication to the success of all of our students.</p>

Please select your role (select all that apply):	Please enter your feedback on the spending plan:
Parent/Guardian of a ACPS Student, ACPS Teacher, Stakeholder 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	<p>Understandably, there are many opinions on the best use of these funds. As a person with multiple interests in the success of ACPS in our division, I have a unique platform from which to give feedback.</p> <p>Positives: continuing staff COVID leave that does not impact sick or personal time is much appreciated, more teachers to lower student/teacher ratios is wonderful but needs to be increased in early elementary as much as possible, behavior technician additions are also wonderful but I believe one per school would be more sufficient- especially in elementary, as a teacher I felt supported during the pandemic and post-pandemic due to many of the measures in this plan.</p> <p>Things to Improve upon: Instructional coaches that have been hired seem to work with the general population more than students with disabilities- if more are hired, it would be beneficial to have them geared toward special education students- especially with the lack of special education teachers with training, Response to Intervention in the area of speech and language needs to be adapted to include a more comprehensive screener- many students are falling through the cracks in this area, and if more SLP's could be hired- it would benefit many students!</p>
Parent/Guardian of a ACPS Student, Other Community Stakeholder	I recommend a large portion of the funding be spent on bringing in trauma-informed mental health professionals into the schools to run groups and individual sessions.
Parent/Guardian of a ACPS Student, Stakeholder 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	Raises definitely to the teachers as well as more supplies given. Also, the resource officers that you said were going to be in the schools was a lie. In the fort district, I have only seen Deputy Davis. And if he is not there than only one other deputy is their. Also, the hill going to the elementary school. And the middle school is terrible to through. People are blocking the way to get into the elementary school sometimes when they are going to the middle school. So, maybe a line in the middle of the path going towards the school and make that side bigger for cars. Also, going green is a big plus too. Electric busses. Anything that can help the kids and assist the teachers are great. Ask the teachers what they need. The classroom to make it easier for them.
Parent/Guardian of a ACPS Student, Stakeholder 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	I am especially glad to see that funds will be spent on additional staffing, remediation, coaches, reading programs, and support services, all of which are desperately needed.
	Only Physical or Material and Supplies Improvements - No More Staff

Other	HVAC Filters/Misc. Repairs	NO	\$67,924.00	\$0	\$67,924.00	\$0
HVAC/Renovation/Capital Projects	HVAC Replacements at Riverheads High School (match to CSLFRF Funds)	NO	\$550,000.00	\$84,000.00	\$0	\$466,000
HVAC/Renovation/Capital Projects	VCTC/SVGS Renovation	NO	\$2,000,000.00	\$176,140.00	\$23,860.00	\$1,800,000.00
HVAC/Renovation/Capital Projects	SVGS mobile classroom	NO	\$100,000.000	\$100,000.00	\$0	\$0
	TOTALS		\$9,967,383.09	\$1,204,170.00	\$5,921,667.87	\$2,841,545.22

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HVAC/Renovation/Capital Projects	SVGS mobile classroom	NO	\$100,000.000	\$100,000.00	\$0	\$0
	TOTALS		\$9,967,383.09	\$1,204,170.00	\$5,921,667.87	\$2,841,545.22