

SCOTT COUNTY PUBLIC SCHOOLS

ARP ESSER Spending Plan

Updated, December, 2022

Introduction

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

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

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

Section 1: General Information

- | | |
|---|--------------------------------|
| A. School Division/LEA Name | Scott County Public Schools |
| B. Division Number | 084 |
| C. Contact Name | Tammy Quillen |
| D. Contact Email | tammy.quillen@scottschools.com |
| E. Contact Phone # | 276-386-6118 X 122 |
| F. Amount of ARP ESSER funding allocated to LEA | \$6,281,634.40 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) <https://www.scottschools.com/>
- 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 posted in both Spanish and Chinese. For other requested translations, you should contact Tammy Quillen 276-690-4129 or tammy.quillen@scottschools.com
- 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 Tammy Quillen or Brenda Robinette 276-386-6118

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:
When the initial submission was done in August 2021, a draft copy of this plan was shared with school administrators, staff, and the school board members. For the December 2022 update, provide a draft copy of this plan to administrators again and request that they seek feedback from their staff members. We posted this on our division website and request any feedback from community members regarding this plan moving forward.
- B. Describe how the LEA took public input since August 2021 into account: *All comments were reviewed and taken into consideration for the plan.*

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 draft of the revised 2022 plan was posted on the website with comments requested for submission to tammy.quillen@scottschools.com

Uses consulted on quality of schools, issues that students are facing today, and student success in both school and beyond school.

Feedback received highlights include: Overall, students are satisfied with Scott County School Division. They are most proud of the teachers, academic achievement of students and safety.

B. Families

Description of consultation conducted: A draft of the revised 2022 plan was posted on the website with comments requested for submission to tammy.quillen@scottsschools.com

Uses consulted on quality of schools, issues that students are facing today, and student success in both school and beyond school.

Feedback received highlights include: Overall, students are satisfied with Scott County School Division. They are most proud of the teachers, academic achievement of students and safety.

C. School and district administrators including special education administrators

Description of consultation conducted: Leadership and building administration met on separate dates in fall of 2021, spring 2022, and fall 2022. The Division Leadership team continues to on a monthly basis.

Uses consulted on: communication, accreditation and school improvement plans, professional development, calendar, mentorship, school discipline, climate and culture, academic scheduling at the secondary and elementary schools, and teacher recruitment and retention.

Feedback received Work sessions have been very informative and data driven. The team continues to plan proactively for the diverse needs of the students, staff and community.

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

Teachers, principals and school leaders have participated in comprehensive planning groups seeking feedback and discussing student and staff needs. Leadership teams continue to meet on a regular basis and grade level and content area teams meet as well.

Uses consulted on: Communication, student academic performance, social/emotional needs of students and staff, family community events and overall operational needs of each school.

Feedback received: Overall, the leadership teams are satisfied with the efforts and decisions being made with the return of students to in-person instruction.

E. Tribes, if applicable

Description of consultation conducted **NOT APPLICABLE**

Uses consulted on **NOT APPLICABLE**

Feedback received **NOT APPLICABLE**

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted; The Special Education Counsel meets semi annually to share thoughts on how to better meet the needs of the students. Administration, teachers, parents, students, and community leaders comprise the team.

Uses consulted on: Strengths and weaknesses of schools in meeting the needs of issues students are facing.

Feedback received: Overall, the counsel team is satisfied with the efforts and decisions being made with the return of students to in-person instruction.

- 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

The Special Education Counsel meets semi-annually to share thoughts on how to better meet the needs of the students. Administration, teachers, parents, students, and community leaders comprise the team. Members of SBO, social workers, foster parents, Sheriff's Office etc. have been added to the team.

Uses consulted on: Strengths and weaknesses of schools in meeting the needs of issues students are facing.

Feedback received: Overall, the counsel team is satisfied with the efforts and decisions being made with the return of students to in-person instruction.

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

Description of consultation Leadership and building administration met on separate dates in fall of 2021, spring 2022, and fall 2022. The Division Leadership team continues to on a monthly basis.

Uses consulted on: communication, accreditation and school improvement plans, professional development, calendar, mentorship, school discipline, climate and culture, academic scheduling at the secondary and elementary schools, and teacher recruitment and retention.

Feedback received Work sessions have been very informative and data driven. The team continues to plan proactively for the diverse needs of the students, staff and community.

- 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 The Early Childhood Leadership Team meets semi-annually to share thoughts on how to better meet the needs of the students. Administration, PreK teachers, parents, Head Start Rep, and community day care leaders comprise the team.

Uses consulted on: Strengths and weaknesses of schools in meeting the needs of issues students are facing.

Feedback received: Overall, the counsel team is satisfied with the efforts and decisions being made with the return of students to in-person instruction.

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:

In response to the increased mitigation strategies and needed personnel for remediation and acceleration of learning, SCPS will add additional Nurses during 2022-2023, additional Instructional Aides during 2021-2022 and 2022-2023, and additional Instructional Personnel 2021-2022 and 2022-2023. A county-wide afterschool and summer program will be created for student remediation, intervention, and extended student support to address learning loss during the pandemic. This program will operate during 2021-2023 school years.

- 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:

The funds will allow SCPS to implore more staffing and resources needed to address the learning loss due to COVID-19. Evidence based curriculum will be provided to address not only remediation but also enrichment opportunities for all students. Research based curriculum was purchased for K-12 using Interactive Achievement. Specialists and interventionists will implement small group lessons using manipulatives and differentiated lessons daily during the school day. SCPS plans to utilize small group, targeted tutoring services after school along with summer school to extend learning time for identified students in grades K-12 in the content areas of reading and math

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

Ensuring interventions directly respond to the needs of students quarterly administrative meetings are held to review academic results using data from SOLS, PALS, Interactive Achievement, RtI, and teacher input that best represented the vast majority of students at the elementary and secondary levels as well as a focus on those students who have been disparately impacted by the COVID-19 pandemic. Specifically, diverse learner needs and percentage of students with disabilities, English Learners, and economically disadvantaged students, student academic performance (two or more failing grades in middle and high school courses), early literacy achievement (elementary), chronic absenteeism, and discipline referrals. Fidelity of implementation and impact on student learning will be monitored by Division instructional offices and school administrators through the monitoring of planning and the use of data by professional

learning communities, observed teacher response to coaching and feedback, as well as in progress student academic results in the identified academic areas.

- D. Amount of ARP ESSER funds to address learning loss **\$2,041,308.31**

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 *Scott County will invest funds in the hiring of additional staff to support the needed student remediation and case load fatigue of teachers.*

- a. Total number of new staff hired with ARP ESSER funds 28
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024. Local funding will be required to sustain positions.

- 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; The hiring of additional nurses made it possible to provide each SCPS school with a full-time nurse. Social distancing and air quality needs have been highlighted during the COVID pandemic in SCPS. In order to do the necessary improvements to improve air quality to reduce the transmission of COVID 19, physical modifications to the buildings will accommodate the reopening of healthy, indoor areas; ensuring that our schools are a healthy place to work and learn. Roofing replacement will occur at Twin Springs, Weber City, and Rye Cove Intermediate. Window replacement will occur at Dungannon Intermediate, Weber City, and Scott County Career and Technical Center. The current moisture and roofing issues must be addressed to support the increased air quality goals of the division.

- 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; *Social distancing and air quality needs have been highlighted during the COVID pandemic in SCPS. In order to do the necessary improvements to improve air quality to reduce the transmission of COVID 19, physical modifications to the buildings will accommodate the reopening of healthy, indoor areas; ensuring that our schools are a healthy place to work and learn. Roofing replacement are currently underway at Weber City*

Elementary and Rye Cove Intermediate. Window replacement are underway at Dungannon Intermediate, Weber City, and Scott County Career and Technical Center. The current moisture and roofing issues must be addressed to support the increased air quality goals of the division. These projects will be "turn key" projects with all materials & supplies purchased by the contracted companies. Projects were approved via grant application.

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

- *The COVID-19 pandemic and the resulting economic recession have negatively affected many people's mental health and created new barriers for people already suffering from mental illness and substance use disorders. Thinking about some of the pillars of mental health—socializing, exercising, eating well, sleeping well, varying activities, processing experiences—it's clear a range of things were compromised all at once. Funds from the ARPA ESSERIII will be used to continue the Pearson online subscription software program for Emotional & Social Learning purchased with CARES Set-Aside will be continued into 2022.*
- *Additionally, funds will be used to reimburse the Health Care Fund for medical related expenses due to COVID-19*
- *105 Newline Smart Panels will be added to classrooms across the division. The cost per unit is \$2000 Additionally, replacing expired Chromebook is critical to meeting the needs during quarantines and remote learning.*
- *The additional bus routes needed to allow for social distancing on buses has doubled the wear and tear on SCPS Transportation Fleet. The risk of virus transmission without social distancing will be decreased by the purchase of 3 buses to increase the means to social distance students.*

E. Amount of ARP ESSER funds for the uses above (A. through D.) **\$4,240,326.09**

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Nurses	NO	105,350.00		45,418.00	59,932.00
Other High Quality Tutoring	Instructional Aides	YES	228,130.00		37,100	191,030.00
Other High Quality Tutoring	Instructional Personnel	YES	1,083,400.00		410,605	672,795.00
Before and After School	After School Tutoring Personnel	YES	330,000.00		75,891	254,109.00
Other High Quality Tutoring	Fringe Benefits - Aides, Teachers	YES	359,778.37		277,575	82,203.37
Other	Fringe Benefits Nurses,	NO	28,908.44		21,762.29	7,146.15
Other	SEL Curriculum	NO	70,000.00		70,000.00	0
Other High Quality Tutoring	Edgenuity: Virtual Platform	YES	40,000.00		40,000.00	0
Other	Health Care Fund	NO	1,240,897.60		1,240,897.60	0
Other	Newline Smart Panels	NO	200,000.00		200,000.00	0
Other	Chromebooks	NO	119,107.99		119,107.99	0
Other	Buses	NO	290,930.00		290,930.00	0
HVAC/Renovation/Capital Projects	Rye Cove Intermediate Reroofing	NO	642,488.00		642,488.00	0
HVAC/Renovation/Capital Projects	Weber City Elementary Reroofing	NO	795,560.00	756,260.00	39,300.00	756,260.00
HVAC/Renovation/Capital Projects	Weber City Elementary Window Replacement	NO	153855.81		153,855.81	0
HVAC/Renovation/Capital Projects	Dungannon Intermediate Window Replacement	NO	322,802.00	322,802.00		322,802.00
HVAC/Renovation/Capital Projects	Scott County Career & Tech Window Replacement	NO	199,899.00	199,899.00		199,899.00
HVAC/Renovation/Capital Projects	Hilton Elementary Window Replacement	NO	70,527.19	70,527.19		70,527.19
		TOTAL	\$6,281,634.40			