



NORTHAMPTON COUNTY PUBLIC SCHOOLS
On Virginia's Beautiful Eastern Shore
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ARP ESSER III Plan

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Section 1: Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' **academic, social, emotional, and mental health needs**. Northampton County Public Schools has been awarded \$5,048,327.18 in ESSER III funds. This plan describes how the awarded funds will be used. Questions about this plan should be directed to Mrs. Paige Ford, Coordinator of Grants at pford@ncpsk12.com.

Section 2: Prevention and Mitigation Strategies

ARP Act ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning. Northampton County Public Schools will use approximately \$2,921,059.18 of its ARP Act ESSER III funds to implement prevention and mitigation strategies as described below.

Indoor air quality upgrades are being made to school facilities. In an effort to recover from COVID-19, the following is needed: Indoor Air Quality Upgrades. HVAC Systems will be replaced at Occohannock Elementary School under an energy savings contract. The total scope of the project will including

lighting and other items, however, ESSER II funds will only be used to fund a portion of the cost of associated HVAC equipment. For the energy part, labor costs and installation will be funded locally and follow the Davis-Bacon requirements. CRRSA-ESSER II will fund/pay for equipment. Ventilation and filtration provided by heating, ventilating, and air-conditioning systems can reduce the airborne concentration of SARS-Cov-2 and thus the risk of transmission of the virus through the air. The project scope will replace the specified existing HVAC equipment with new HVAC equipment that is up to current ASHRAE standards, including new supply and exhaust ductwork as required to provide a properly functioning HVAC system, the introduction of ASHRAE recommended volume of outdoor air based on each space occupancy type, updated building automation systems, and improved ventilation in classroom wings. Increasing outdoor air ventilation from 10 cfm per person to 20 cfm per person will improve student performance between 10 - 14.5% (Wargocki, 2014) and reduce the transmission of infectious agents in our school buildings (EPA Institute of Medicine, 2000). In addition, needle-point bi-polar ionization devices will be installed which will operate while the HVAC units are running.

A full-time custodian will be added at Northampton High School and two part-time custodial positions will be added at our two elementary schools. Additional personal protective equipment and janitorial supplies will be purchased to sanitize facilities and prevent the spread of disease.

Section 3: Addressing Unfinished Learning

Section 2001(e)(1) of the ARP Act requires each LEA to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Northampton County Public Schools will use approximately \$1,233,935.00 of its ARP Act ESSER III funds to address unfinished learning as described below.

NCPS has expanded and enhanced summer school programs for our elementary, middle, and high school students. ESSER III funds will be used to continue our expanded summer school programs through the summer of 2024. Our efforts will include hiring additional school nurses and providing child care for our summer school teachers. Bus drivers and bus monitors will provide transportation to summer school.

After-school tutoring will be provided during SY 2021-22 and SY 2022-23 to address learning loss at all grade levels. Occohannock and Kiptopeake Elementary Schools will provide mid-year after-school tutoring. Northampton Middle will provide after-school tutoring and assignment recovery. Northampton High School will provide after-school tutoring during the first semester using local funds and for the second semester using ESSER III funds.

On-demand tutoring services will be piloted with our middle school students. This will provide quality tutoring for students anytime - available 24 hours a day, 7 days a week. If the service proves to be effective, it may be expanded to include high school students as well.

Nationally, student progress in math has been severely disrupted by school closures and distance learning. NCPS plans to hire a math instructional coach to increase the effectiveness of our math instruction in order to address gaps in student achievement levels and to accelerate learning.

Section 4: Other Uses of Funds

Section 2001(e) of the ARP Act permits school divisions to use the ARP Act ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways.

Northampton County Public Schools will use approximately \$893,332.82 of its ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below.

Survey feedback indicates a need for improved communication with parents. NCPS plans to use ESSER III funds to adopt use of the ClassTag app district-wide to provide a convenient, consistent platform for ongoing communication between schools/teachers and families.

To improve communication and delivery of services with our EL and Migrant student population, NCPS will hire an additional translator for the district and two additional English as a Second Language (ESL) teachers at the elementary school level. After the first year, the number of ESL teachers will be reduced to one unless additional funds become available. NCPS will be contracting with Ellevation Education to provide training for content area teachers in instructional strategies and in collaboration with ESL teachers to result in more effective instruction and increased student achievement levels.

NCPS will also use ESSER III funds to provide an online professional development subscription library for teachers from ASCD Activate. ASCD Activate Professional Learning Library allows teachers access to digital materials that are evidence- and research-based to provide support in areas of their interest and through courses assigned to them by administrators.

ESSER III funds will also be used to fund two Special Education instructional coaches (SY 2021-2022) to assist general education teachers in improving the effectiveness of their teaching using the inclusion model. In SY 2022-23, this will be reduced to one Special Education instructional coach unless additional funds become available.

Since the COVID pandemic interrupted regular testing schedules that provided data points used to identify students for gifted screening, ESSER III funds will also be used to purchase CogAT materials for the next two years to address those missed opportunities and help ensure no students have been overlooked in the screening process.

Middle and high school students who qualify and are accepted into a virtual learning program will participate in synchronous learning through Virtual Virginia. Additional spots will be purchased for elementary students to participate in Virtual Virginia. Depending on the number of students who are accepted as virtual students, NCPS may need to add a new position of Virtual Learning Coordinator to supervise and support student academic progress.

Other uses of ESSER III funds will be the purchase of backpacks and school supplies for secondary level students in financial need to ensure that all of our students have the basic materials they need to achieve academically.

NCPS will increase funding for family engagement events such as parent training and resource fairs. Mutual trust and understanding are the foundations of an ongoing, healthy partnership between our schools, families, and community members.

Section 5: Addressing Students' Academic, Social, Emotional, and Mental Health Needs

Social-Emotional and Mental Health

NCPS will continue to conduct universal screening assessments of all students PreK-12 in the area of social-emotional development at least twice annually. Screening results will help schools determine which students require additional support.

- Students in grades K-8 will receive core instruction through the implementation of the following Social Emotional Learning Curriculum: AI's Pals (PreK) Second Step (PreK-8) during designated learning blocks in the master schedule. To address the social-emotional needs of students in grades 9-12, NCPS plans to use ESSER III funds to begin the implementation of a new curriculum.
- NCPS will utilize the RecognizeTalkAct Suicide Prevention Toolkit for students in Grades 9-12 beginning in September 2021 as part of increased division prevention efforts and campaigns.
- Grade level data teams will meet routinely to match appropriate interventions based on student needs.
- A division resource map is available for the selection of interventions and supports and teams will regularly monitor student progress and outcomes through the Virginia Tiered Systems of Supports process.
- For students requiring intensive supports, Check In Check Out, student mentoring, small group counseling, individual counseling, functional behavior assessments, behavior intervention plans and referrals for community-based services (including therapeutic day treatment) are available.
- Division social workers, school psychologists, counselors, and behavior specialists are also on staff to provide mental health supports. NCPS will continue to participate with both the local FAPT and CPMT teams to ensure families have access to community-based resources as needed.
- The Division's mental health providers are available for parent consultations, remote counseling sessions, and face-to-face counseling sessions (on an as-needed basis or as dictated by a student's IEP) throughout the school year.

Academic Needs

NCPS plans to invest resources to hire additional English as a Second Language (ESL) teachers to improve the English language proficiency of our English Learner and migrant students. Content area teachers will engage in professional development to collaborate with ESL teachers in planning effective lessons and instruction to increase student achievement. Language instruction must support students in accessing the content and skills of each academic discipline. NCPS will track the progress of these efforts by using stakeholder surveys, student achievement data on Standards of Learning (SOL) tests and End of Year assessments, in addition to English Language Proficiency (WIDA Access) scores.

The addition of a full-time translator will provide support for effective communication during parent-teacher conferences, individualized educational plan (IEP) meetings, etc.

NCPS plans to hire two additional special education (SPED) instructional coaches to assist general education teachers in improving the effectiveness of lesson planning/instructional delivery. NCPS will track the progress of these efforts by using stakeholder surveys as well as student achievement data on SOL tests and EOY assessments and IEP progress.

Additional test screenings will be conducted to identify gifted students at the elementary school level who have missed testing opportunities due to the cancellation of SOL testing in the spring of 2020.

Resources in the ASCD Activate Professional Learning Library will support teacher growth in areas of particular need such as the effective use of instructional technology, trauma-informed teaching practices, and increasing student engagement.

Section 6: Consultation with Stakeholders and Opportunity for Public Comment

In developing the ARP ESSER III Plan, Northampton County Public Schools conducted consultation in the following ways:

- With stakeholders, including: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff - We have solicited input during Leadership Team meetings of district and school administrators in addition to student surveys in English and Spanish, parent surveys in English and Spanish, community member surveys in English and Spanish, staff surveys, and administrator surveys
<https://drive.google.com/drive/folders/1c5jxX7n88oSoG7jLx5SHRdGwEHgXA5ww?usp=sharing>;
- With stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, and other underserved students - We have reached out to parents of ELL and migrant students, homeless students, and special education and gifted students through phone surveys; and
- By providing the public the opportunity to provide input. The public will be invited to comment on our ARP ESSER III Plan at School Board Meetings and such input will be taken into account.

In developing the ARP ESSER Plan, NCPS is seeking public input and will take such input into account as described below.

The School Reopening Plan was posted May 24 and updated on June 1, 2021. It is available to the public via this link <https://www.ncpsk12.com/article/470077>. The ARP ESSER Plan and budget were discussed at the School Board Meeting. Anyone interested in submitting comments pertaining to any component of this plan was asked to provide those comments via email to Mrs. Karen Pitt, Clerk of the Board, **on or before May 27, 2021, by 5:00 PM**. Mrs. Pitt's email address is kpitt@ncpsk12.com. Stakeholder surveys were made available through May 31, 2021.

All comments submitted will be thoroughly reviewed and considered for incorporation into the final plan. This plan will be reviewed at least every six months and changes may be made as deemed appropriate.

Section 7: Making the Plan Available to the Public

Northampton County Public Schools has taken the following steps to make this plan available to the public:

- The plan is posted on <https://www.ncpsk12.com>;
- The plan is available in multiple languages (English and Spanish);
- The plan may be orally translated for parents. Contact Mrs. Paige Ford, Coordinator of Grants at pford@ncpsk12.com to request translation; and
- 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 Mrs. Keren Plowden, Director of Special Programs, at kplowden@ncpsk12.com.