

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan**

Introduction

Per Governor Youngkin’s memo: “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 response to Governor Youngkin’s Action Seven directives, Spotsylvania County Public Schools have evaluated and reviewed current ARP ESSER III comprehensive plan. The plan addresses student’s learning loss as well as emotional, social, and mental needs. Through careful planning, evaluation, and consideration of the community input the current plan encompasses proven efforts to recover learning by providing direct support to students and families through interventions, instructions, prevention, and mitigation strategies.

Questions about this plan should be directed to Prashant Shrestha, Chief Business Officer, at PShrestha@spotsylvania.k12.va.us.

Section 1: General Information

- | | |
|---|------------------------------------|
| A. School Division/LEA Name | Spotsylvania County Public Schools |
| B. Division Number | 088 |
| C. Contact Name | Prashant Shrestha |
| D. Contact Email | pshrestha@spotsylvania.k12.va.us |
| E. Contact Phone # | 540-834-2500 |
| F. Amount of ARP ESSER funding allocated to LEA | - \$22,698,132 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
<https://www.spotsylvania.k12.va.us/page/esser-funding-information>
- 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.
- Spotsylvania County Public Schools provides all ESSER Funding information for the public on their [website](#).
 - Families have the option to click on a drop-down option directly on the website that translates the webpage to Spanish. ESSER Plan documents are currently being translated into Spanish and will be posted on our website once available

- In addition, stakeholders are able to participate throughout the year via parent/teacher advisory meetings with senior cabinet members in the division, come to School Board meetings, attend a ESSER III planning meeting, and provide input through public comments, and/or directly contact the central office to request a meeting with instruction.
- 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
- SCPS has established vendors and partners who can provide alternative accessible formats as they are needed. Materials are made available in any format needed to meet the needs of a parent or community member with a disability.

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
- The plan was advertised and presented to our local school board meeting. The public has the opportunity to speak at every meeting on the topics presented in the agenda.
 - The matrix below provides a detailed summary of all the community engagement with the public that was conducted as part of the planning process for pandemic funds.
 - Additionally, a public input was requested in the form of a survey available for the public starting in December 2022. This is an ongoing survey until September 2023 where comments will be reviewed in December, April, and September. Suggestions will be evaluated and included in the revised spending plan. This survey was announced on SCPS social media sites, through emails, and on the SCPS website.
- B. Describe how the LEA took public input since August 2021 into account
- SCPS reviewed committee/subcommittee input to produce and provide the needed resources for both students and staff. (See links at the bottom of Section 4: Consultation with Stakeholders below)
 - Similarly, SCPS reviewed all the public comments and input submitted from the December 2022 survey. The suggestions were compared to the current plan and necessary adjustments were made to the plan. Results of the survey are summarized in the Appendix A. The ongoing survey comments will be reviewed in April and September 2023.

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

- SCPS held quarterly Superintendent Student Advisory meetings (a.k.a. S.T.A.N.D. - Students Taking Action for a New Direction).

Uses consulted on

- SCPS solicited feedback on how well our service delivery model was working from the student perspective.

Feedback received

- Feedback provided by this group assisted us in strengthening the virtual/hybrid/in-person experience.

B. Families

Description of consultation conducted

- SCPS held quarterly Superintendent Parent Advisory, Gifted Advisory Committee, & Special Education Advisory Committee meetings.

Uses consulted on

- SCPS solicited feedback on how well our service delivery model was working from the parent perspective.

Feedback received

- Feedback provided by these various groups assisted us in strengthening the virtual/hybrid/in-person experience.

C. School and district administrators including special education administrators

Description of consultation conducted

- Division Leader, Leveled, and Special Education Dept. Chair meetings.

Uses consulted on

- Division Leadership solicited feedback from their various departments (i.e. Instruction, Operations, Finance, Human Resources, etc.), as well as school level leadership to include Special Education Department Chairs on how well our service delivery model was working.

Feedback received

- Feedback provided by these various groups assisted us in strengthening the virtual/hybrid/in-person experience and targeting individual student needs.

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

Description of consultation conducted

- SCPS held quarterly Superintendent Teacher Advisory meetings, as well as monthly school level, and Education Association meetings. Additionally, school based leaders have meetings monthly.

Uses consulted on

- SCPS solicited feedback on how well our service delivery model was working from the school level/teacher perspective.
- Implementation of interventions and use of human resources and scheduling to support student success.

Feedback received

- Feedback provided by these various groups assisted us in strengthening the virtual/hybrid/in-person experience and targeting individual student needs.

E. Tribes, if applicable N/A

Description of consultation conducted

Uses consulted on

Feedback received

F. Civil rights organizations, including disability rights organizations N/A

Description of consultation conducted

Uses consulted on

Feedback received

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

- SCPS met with local organizational leaders connected with the Continuum of Care (Planning District 16) to evaluate support needs of students experiencing homelessness.
- Communicated with surrounding school districts to consider ways others are addressing the needs of economically disadvantaged students and families experiencing homelessness.
- SCPS met with the Special Education Advisory Committee, made up of parents, and community stakeholders, to provide updates on support for students with disabilities and address any concerns.

Uses consulted on

- The needs of English Learner families, economically disadvantaged students, and students experiencing homelessness. These needs were considered alongside existing community support.

Feedback received

- EL students and families are particularly under-supported in our community. This community group requires unique parent engagement strategies to address critical student needs.

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

Description of consultation conducted

- YMCA

Uses consulted on

- Childcare support
- Support for virtual instruction during hybrid and virtual instruction.

Feedback received

- Connecting and supporting instructional needs for students in daycare situations.

- 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

- YMCA
- Headstart
- VPI

Uses consulted on

- Supporting the families and students on virtual learning at home.

Feedback received

- Parents felt that the teachers did a good job of getting both digital and physical experiences to their children to support learning.

Referenced below are links to the various presentations and ReEngage plans that reflect our commitment to soliciting stakeholder and public feedback and comments during SCPS Board Meetings.

RETURN TO LEARN TIMELINE	
DATE	DESCRIPTION DETAIL
July 15, 2020	<u>SCPS Return to Learn Plan for the 2020-2021 School Year</u>
August 20, 2020	<u>The Virtual Opening and Return to Learn Update</u>
September 14, 2020	<u>Updates on the Return to Learn Plan</u>
January 11, 2021	<u>Update on the Return to Learn Plan</u>
March 8, 2021	<u>Update on the Return to Learn Plan</u>
April 12, 2021	<u>Return to Learn - Final Quarter of School Year</u>
July 9, 2021	<u>ReEngage Plan as of 7/9/2021</u>
August 10, 2021	<u>ReEngage Plan as of 8/10/2021</u>
August 10, 2021	<u>COVID-19 Infographic Fall 2021</u>
September 13, 2021	<u>ReEngage Plan as of 9/13/2021</u>
January 24, 2022	<u>ReEngage Plan as of 1/24/2022</u>
March 7, 2022	<u>ReEngage Plan as of 3/7/2022</u>
July 18, 2022	<u>2022-2023 Operational Procedures and Instructional Support and Strategies Plan as of 7/18/2022</u>
August 8, 2022	<u>2022-2023 Operational Procedures and Instructional Support and Strategies Plan as</u>

	of 8/22/2022
December 2022	ARP ESSER III Plan Feedback Survey – ongoing until September 2023

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
 - Diagnostic math inventory using i-Ready Math
 - STAR Reading Inventory
 - Division Assessments
 - ACCESS testing for EL Students
 - IEP teams convened for students with disabilities to determine progress on goals, and overall impact to identify if there was a need for compensatory services or additional support.
- B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss
 - Math Specialists provide research-based targeted support to classroom teachers
 - Read180/System 44 is a research-based reading intervention to address Tier 2 & 3 learning loss
 - Lexia provides a research-based reading system to support learning loss
 - Lead ESOL Specialist provides research-based strategies to new and current ESOL teachers to support EL student learning
 - ESOL Family Engagement Specialist serves as a liaison between school and home to meet the unique needs of ELs and their family
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed
 - Evidence of effectiveness is gathered through assessment data including diagnostic testing, SOLs, and Grow Assessments.
- D. Amount of ARP ESSER funds to address learning loss represent **\$18,016,667**

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

- SCPS used the majority of its award to support current educators by adding support staff in order to address the learning loss which occurred during the pandemic. Teachers and students were also supported by increasing resources in remedial learning programs, social and emotional support for ESOL populations as well as high risk populations, transition specialists to support students with disabilities via support for post-secondary educational and vocational planning
 - Up to 45 paraeducators positions have been hired to support Reading, Math, Career Readiness, ELL, and SEL efforts to address unfinished learning needs of students. In addition, up to 660 hours of overtime pay to be used to assist with family engagement events outside of the normal school day hours.
- a. Total number of new staff hired with ARP ESSER funds
- SCPS has hired 120 new employees with ARP ESSER funds as of December 2022.
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024
- The district does plan to retain select staff members who were hired via ESSR funding. Retained positions will be based upon the educational needs of the students. Potential inclusion of such staff within future baseline budgets will be determined as FY2024 develops.

A. 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

- a. Custodial support of \$644K was allocated to provide additional sanitation cleaning of facilities for up to three years.

- B. 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

N/A

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

- a. Preventative Maintenance Staff
- b. COVID Grant Administrator
- c. Transportation Routing Coordinator (Here Comes the Bus)
- d. COVID RN Support (for 3 fiscal years)
- e. Vehicle and Power Equipment Fuels - Transportation Bus Fuel
- f. Contract Nursing services for additional school-based needs
- g. Instructional Materials and Supplies
- h. Device Storage and Device Covers.

- D. Amount of ARP ESSER funds for the uses above (A. through D.) represented **\$4,681,464**

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Preventative Maintenance	No	\$643,714.03	\$95,057.18	\$85,541.54	\$548,656.85
Other	Lead Instruction support	Yes	\$879,501.00	\$644,573.23	\$560,006.67	\$234,927.77
Other High Quality Tutoring	Elementary Instructional Paraeducator	Yes	\$5,017,841.46	\$3,130,880.86	\$2,705,286.07	\$1,886,960.60
Other	Administrative Services - Mental Health	Yes	\$967,500.00	\$345,933.79	\$301,042.54	\$621,566.21
Other High Quality Tutoring	General Education	Yes	\$3,801,837.04	\$1,044,596.63	\$876,149.99	\$2,757,240.41
Direct Support to Families for Tutoring	Family Engagement (3 Years)	Yes	\$219,900.00	\$78,061.77	\$78,061.77	\$141,838.23
Direct Support to Families for Tutoring	New Comers ESOL	Yes	\$308,800.00	\$170,451.34	\$170,451.34	\$138,348.66
Direct Support to Families for Tutoring	ESOL Learning and School Support (3 Years)	Yes	\$266,700.00	\$132,942.59	\$114,158.24	\$133,757.41
Direct Support to Families for Tutoring	Two Additional ESOL Teachers (3 Years)	Yes	\$439,801.00	\$330,488.33	\$284,177.03	\$109,312.67
Other	COVID RN Support	No	\$549,432.00	\$130,564.61	\$130,564.61	\$418,867.39
Other	Grant Administration	No	\$225,000.00	\$43,658.44	\$43,658.44	\$181,341.56

Spotsylvania County Public Schools
VDOE School Division ARP ESSER Spending Plan
May 22, 2023

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Transportation Coordinator (Here Comes the Bus)	No	\$420,000.00	\$117,169.40	\$89,764.52	\$302,830.60
Other High Quality Tutoring	Transition Specialist (SPED) 3 Years	Yes	\$189,000.00	\$55,663.51	\$55,663.51	\$133,336.49
Other High Quality Tutoring	Math Specialist (3 Years)	Yes	\$355,600.00	\$206,518.40	\$137,747.77	\$149,081.60
Other High Quality Tutoring	Secondary Lead Data Coach / Intervention (3 Years)	Yes	\$683,028.97	\$228,743.00	\$227,790.16	\$454,285.97
Direct Support to Families for Tutoring	Education Diagnostician	Yes	\$636,372.97	\$322,686.40	\$215,231.83	\$313,686.57
Professional Development	Instruction: Prof. Learning	Yes	\$45,000.00	\$42,700.00	\$42,700.00	\$2,300.00
Other	Technology Software: (i-Ready, Renaissance-STAR, Lexia, Read 180) - \$1,810,785	Yes	\$1,290,785.00	\$1,137,134.99	\$1,137,134.99	\$153,650.01
Other High Quality Tutoring	Instruction: Online Instruction (Virtual VA & Apex)	Yes	\$1,700,000.00	\$1,626,400.00	\$1,618,150.00	\$73,600.00
Other High Quality Tutoring	Dual Enrollment	Yes	\$215,000.00	\$172,107.50	\$172,107.50	\$42,892.50
Other	Admin & Health (Contracted Nursing Services)	No	\$1,493,001.00	\$1,493,001.00	\$746,476.89	\$0.00
Other	Contracted Transportation	Yes	\$1,000,000.00	\$1,000,000.00	\$660,854.00	\$0.00

Spotsylvania County Public Schools
VDOE School Division ARP ESSER Spending Plan
May 22, 2023

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Bus Fuel	No	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00	\$ -
Other	Instruction: Curriculum/Materials - \$1,552,218	No	\$ 222,317.12	\$ 222,317.12	\$ -	\$ -
Other	Technology (Device Storage & Covers)	No	\$ 328,000.00	\$ 328,000.00	\$ 6,018.00	\$ -

APPENDIX A
SCPS ARP ESSER III Survey Results

Spotsylvania County Public Schools utilized a survey platform to seek public input and comments regarding ARP ESSER III Spending Plans currently in place and published on SCPS website.

The survey was published on December 9, 2022 and is available to public to submit until September 2023.

Feedback and comments will be evaluated every 6 months and they will be considered during the ARP ESSER Spending Plan reviews.

As of April 30, 2023, SCPS received 154 responses from SCPS community. The below charts show results of these responses.

Survey Question	Responses/Answers																																																			
<p>Which of the following group(s) do you represent? (check all that apply)</p>	<table border="1"> <thead> <tr> <th>Group</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Elementary School Parent</td><td>54</td><td>35.1%</td></tr> <tr><td>Middle School Parent</td><td>42</td><td>27.3%</td></tr> <tr><td>High School Parent</td><td>53</td><td>34.4%</td></tr> <tr><td>Student</td><td>3</td><td>1.9%</td></tr> <tr><td>SCPS Teacher</td><td>40</td><td>26%</td></tr> <tr><td>SCPS Staff (if a teacher sele...)</td><td>27</td><td>17.5%</td></tr> <tr><td>PTA/PTO Leadership</td><td>8</td><td>5.2%</td></tr> <tr><td>Spotsylvania Education Ass...</td><td>5</td><td>3.2%</td></tr> <tr><td>Special Needs (SpEd)</td><td>26</td><td>16.9%</td></tr> <tr><td>English Learner (EL)</td><td>2</td><td>1.3%</td></tr> <tr><td>Economically Disadvantage...</td><td>3</td><td>1.9%</td></tr> <tr><td>Community Member</td><td>29</td><td>18.8%</td></tr> <tr><td>Pre-K speech parent</td><td>1</td><td>0.6%</td></tr> <tr><td>Education Law Attorney</td><td>1</td><td>0.6%</td></tr> <tr><td>Mother of a special Ed teach...</td><td>1</td><td>0.6%</td></tr> <tr><td>Gifted services parent</td><td>1</td><td>0.6%</td></tr> </tbody> </table>	Group	Count	Percentage	Elementary School Parent	54	35.1%	Middle School Parent	42	27.3%	High School Parent	53	34.4%	Student	3	1.9%	SCPS Teacher	40	26%	SCPS Staff (if a teacher sele...)	27	17.5%	PTA/PTO Leadership	8	5.2%	Spotsylvania Education Ass...	5	3.2%	Special Needs (SpEd)	26	16.9%	English Learner (EL)	2	1.3%	Economically Disadvantage...	3	1.9%	Community Member	29	18.8%	Pre-K speech parent	1	0.6%	Education Law Attorney	1	0.6%	Mother of a special Ed teach...	1	0.6%	Gifted services parent	1	0.6%
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Does the current ESSER III plan adequately address economically disadvantaged communities?

