

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

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 | Warren County Public Schools |
| B. Division Number | 093 |
| C. Contact Name | Dr. Christopher Ballenger |
| D. Contact Email | cballenger@wcps.k12.va.us |
| E. Contact Phone # | 540-635-2171 |
| | |
| F. Amount of ARP ESSER funding allocated to LEA | <i>\$6,937,591.65</i> |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL): wcpsva.org/esser

- 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

Notice of the plan is provided on the division website. The plan is posted at: wcpsva.org/esser. The plan is posted in Spanish at the same website and may be orally translated for parents. Contact Donna Boies for assistance. 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 the Director of Special Services.

- 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

Notice of the plan is provided on the division website. 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 the Director of Special Services.

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 has been posted to the division website throughout the timeframe with contact information provided should the public have questions and/or concerns. Families, staff, and community members can comment and offer feedback through scheduled community participation at monthly school board meetings. Additionally, there have been two surveys created specifically for public comment. The first was posted on the website in December 2021 with no public comments provided. The second was posted in November 2022 and is currently receiving responses. To date, no public comments have been received.

- B. Describe how the LEA took public input since August 2021 into account:

In developing the ARP ESSER Plan, Warren County Public Schools sought public input and continues to provide opportunities for the public to offer feedback on the plan. Surveys to staff regarding the reopening process have provided valuable input. The feedback has helped to prioritize resources and has been incorporated into the plan over the years.

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: ***There has not been specific consultation with this stakeholder group. Students have the opportunity to comment on the plans using the public survey available through the website.***

Uses consulted on: ***Not applicable***

Feedback received: ***Not applicable***

B. Families

Description of consultation conducted: ***Families have the opportunity to provide continual feedback using the public survey available through the website. However, at this time, no public comment has been received. In addition, schools have reached out for parent feedback through parent-teacher organizations and partnerships.***

Uses consulted on: ***Safe and healthy return to school plans***

Feedback received: ***None at this time***

C. School and district administrators including special education administrators

Description of consultation conducted: ***Administrators have provided ongoing and continuous feedback on the plans over the years. Feedback has been received during specific timeframes when plans were being updated. Feedback has also been shared at division monthly meetings and during individual school budget discussions. In December, feedback was provided through a survey on the use of student support coaches within the schools to support student attendance, behavior, and learning.***

Uses consulted on: ***Student support personnel, curriculum and instruction resources, building renovations, safe and healthy return to school plans***

Feedback received: ***See appendix for summary of survey on student support coaches***

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

Description of consultation conducted: ***Staff have provided ongoing and continuous feedback on the plans over the years. Feedback has been received during specific timeframes when plans were being updated. Feedback has also been shared through building administrators and at regularly held division meetings. In December, feedback was provided through a survey on the use of student support coaches within the schools to support student attendance, behavior, and learning.***

Uses consulted on: ***Student support personnel, curriculum and instruction resources, building renovations, safe and healthy return to school plans***

Feedback received: ***See appendix for summary of survey on student support coaches***

E. Tribes, if applicable

Description of consultation conducted: ***Not applicable***

Uses consulted on

Feedback received

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: ***There has not been specific consultation with this stakeholder group. Organizations have the opportunity to comment on the plans using***

the public survey available through the website or during public comment at regularly scheduled monthly school board meetings.

Uses consulted on: ***Not applicable***

Feedback received: ***Not applicable***

- 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: ***Staff working directly with these groups and the Director of Special Services, specifically, have been directly involved with developing, updating, and implementing plans.***

Uses consulted on: ***Student support personnel, curriculum and instruction resources, building renovations, safe and healthy return to school plans***

Feedback received: ***Feedback has been ongoing. The use of the student support coaches has been especially beneficial in assisting these student groups and supporting their return to in-person instruction; strong advocates for using funds to support an additional year of providing the student support coach personnel and services.***

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

Description of consultation conducted: ***There has not been specific consultation with this stakeholder group. Organizations have the opportunity to comment on the plans using the public survey available through the website or during public comment at regularly scheduled monthly school board meetings.***

Uses consulted on: ***Not applicable***

Feedback received ***Not applicable***

- 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 ***There has not been specific consultation with this stakeholder group. Organizations and families have the opportunity to comment on the plans using the public survey available through the website or during public comment at regularly scheduled monthly school board meetings.***

Uses consulted on: ***Not applicable***

Feedback received: ***Not applicable***

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

Elementary: PALS and aimswebPlus Reading assessments were used to determine learning loss in reading in grades kindergarten through five. VKRP and aimswebPlus math data were used to determine learning loss in math grades kindergarten through five.

Middle School: Learning loss was identified using data from the following assessments: CIP SOL Pre-tests, Student Growth Assessments, benchmarks, IXL Diagnostic assessments, and SOL tests. After benchmark assessment, data was reviewed to determine changes and address remediation needs.

High School: Learning loss was identified using data from the following assessments: CIP SOL Pre-tests, benchmarks, and SOL tests.

All subject/grade level groups were directed to the resources provided by the VDOE through Navigating Virginia Education in Uncertain Times. Such resources included Bridging Math Standards and identifying language arts essential skills at each grade level.

- 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

Additional instructional assistants (student support coaches) were hired to support students return to in-person learning. These personnel assisted with the implementation of the programs purchased for learning loss by providing small group intervention daily. They were also trained to support students who needed additional social/emotional services as well as support positive behaviors and attendance. These positions are hired for two years and provide needed support for grades 1-12. It is recommended that remaining funds be used to extend these positions for an additional school year (2023-2024). Remediation programs purchased to support academic interventions include: Reflex Math, Education Galaxy, IXL, 3rd Quest, and Leveled Literacy Intervention materials and training. As available, remaining funds can be used to support the continued use of some of these programs as well.

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

Staff surveys have been collected to help measure the impact of the student support coaches on behavior, attendance, and learning. Data has been collected and reported on the number of students support coaches have been able to assist each school year. Additional data on student behavior incidents and attendance has been tracked as well. Academic data has been monitored within the programs purchased to ensure students are making progress and demonstrating required

skills. Additionally, data reports for specific programs, such as LLI at the elementary level, have been generated and shared with administrators and reported to the school board. In the applicable grade and subject levels, the growth students exhibited between the Student Growth Assessments and SOL tests is also considered as part of the data used to assess the effectiveness of the intervention programs.

D. Amount of ARP ESSER funds to address learning loss \$2,934,591.65

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

Retention bonuses were paid to staff funded with ARP ESSER funds.

a. Total number of new staff hired with ARP ESSER funds: **34 Instructional Assistants**

b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024

Staff hired using ARP ESSER funds may be retained using federal title grant funds available in coming years. These employees directly impact teaching and learning every day by working with students in identified areas of need at all school levels. WCPS understands that it may not be possible to retain all support staff hired using ARP ESSER funding and is working to ensure a smooth transition that does not negatively impact student learning and behavior.

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: **See below**

- 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

Complete the renovations to Leslie Fox Keyser Elementary School following the HVAC replacement funded through the ESSER II Grant in the amount of \$3,085,533.65. Leslie Fox Keyser opened in 1979 with an open classroom or POD design with no separating partitions between classrooms. This design has proven to be very ineffective with numerous health related issues due to the pandemic. The remainder of the renovations are to include a roof replacement, dividing walls between classrooms, new finishes, flooring and minor kitchen renovations. The building did have additions added in 1980 and 1993 but with no improvements to the remainder of the building. The school has experienced high rates of absenteeism in the past during the winter cold and flu season. No other alternatives are currently available to meet the needs of a fully functional and efficient design. Preconstruction approval was signed by the Superintendent on 8/12/21.

- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below : ***Not applicable***

- E. Amount of ARP ESSER funds for the uses above (A. through D.) ***\$4,000,000.00***

| Section 7: Budget Category | Description | Learning Loss Y/N | Budget | Amount Obligated | Amount Spent | Amount Remaining |
|-----------------------------------|---|--------------------------|----------------|--|---------------------|-------------------------|
| Other | 34 Full-time instructional assistants to provide remediation and SEL support | YES | \$2,147,031.00 | \$1,284,978.45 Estimate through 7/31/23 | \$876,679.95 | \$862,052.55 |
| Other Recruitment/Retention | Retention bonuses for the 34 instructional assistants listed above | YES | \$89,786.01 | \$57,491.01 Through 10/31/22 | \$57,491.01 | \$32,295.00 |
| Other High Quality Tutoring | Tutoring for Edgenuity, remediation, virtual and costs for summer program. | YES | \$452,394.81 | \$11,967.22 Through 10/31/22 | \$11,967.22 | \$440,427.59 |
| Other | Remediation programs purchased: Reflex Math, Education Galaxy, 3 rd Quest and Leveled Literacy Intervention materials and training | YES | \$245,379.83 | \$245,379.83 | \$245,379.83 | 0 |
| HVAC/Renovation/Capital Projects | Leslie Fox Keyser Elementary HVAC replacement and construction | NO | \$4,000,000.00 | \$4,000,000.00 | 0 | 0 |
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Appendix: Summary of Survey Results on the Use of Student Support Coaches

Survey was conducted in December 2022.

236 responses from WCPS staff representing elementary, middle, and high schools were received.

86% of the respondents indicated that they strongly supported the continued use of student support coaches within their building.

Student support coaches were identified as having multiple interactions with students in the building on a daily basis. The majority of these actions centered on providing students with behavior, academic, and attendance supports. Specific types of interactions with students varies by building, but include providing check-ins, lunch/attendance buddies, positive behavior management/reinforcement, mentoring, small group instruction, support student development of executive functioning skills, remediation and extension support, and building relationships.

Comments on the role of student support coaches in the buildings were overwhelmingly positive with the majority of respondents indicating "none" when asked about negative impacts.

Sample of positive feedback received:

- They have helped the School Counselors immensely!!! If students are not in crisis, student support coaches are a great source of support.
- They have built great relationships with students. They are great motivators for students.
- The coaches personally meeting with students, builds relationships and shows the students we really do care about them. I personally see improvement in attendance.
- Student Support Coaches have worked with small groups and individual students to help fill academic as well as emotional gaps as a result from COVID, as well as the typical gaps just from summer slide, missed instructional days, etc. The Student Support Coaches have become an integral part of the success at our school. Without the Student Support Coaches, our teachers and students will be losing a vital aspect of student success.
- The connections they create with the students have had a substantial impact on attendance, behavior, and learning. The students make connections with them that they necessarily would not be able to make with a teacher.
- I would strongly encourage anyone in a position to make budgeting decisions to consider funding these additional support coach and support assistants' positions. I truly cannot imagine how we will provide the additional support to our struggling students without these additional people in our building.