

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

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|---|-----------------------------------|
| A. School Division/LEA Name | King George County Public Schools |
| B. Division Number | 048 |
| C. Contact Name | Dr. Jesse Boyd |
| D. Contact Email | jboyd@kgcs.k12.va.us |
| E. Contact Phone # | 540-775-5833 |
| F. Amount of ARP ESSER funding allocated to LEA | \$3,082,177.52 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
https://www.kgcs.k12.va.us/students_families/esser_resources
- 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 at https://www.kgcs.k12.va.us/students_families/esser_resources. The plan may be translated for parents. To request translation contact Khill@kgcs.k12.va.us.
- 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 ADA may be provided with the plan in an alternative format accessible by contacting Kate Howard, Khoward@kgcs.k12.va.us.

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 division conducted Strategic Planning Committee focus groups in October 2021 with stakeholders, including: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions- the KGCS ESSER plan was shared with division leadership, division administrators, and school-based teams for feedback and consideration. The public was provided the opportunity to provide input through the use of public comment at School Board Meetings and the availability of comment to the planning@kgcs.k12.va.us email address and taking such input into account.

Describe how the LEA took public input since August 2021 into account

- With stakeholders, including: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, and school staff- The KGCS ESSER plan was shared with division leadership, division administrators, and school-based teams for feedback and consideration.;
- With Tribes (if applicable); civil rights organizations (including disability rights organizations); and 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 students - KGCS works to include all stakeholder groups through the use of School Board Advisory Committees; and
- By providing the public the opportunity to provide input through the use of public comment at School Board Meetings and the availability of comment to the planning@kgcs.k12.va.us email address and taking such input into account.

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: On Oct. 7, 2021 the student focus group included students from the middle and high school representing grades 6-12 as part of the division strategic planning.

Uses consulted on: seeking feedback from students on the courses offered, engagement in the schools, opportunities for students' involvement in the community, culture and climate of the schools through the student lens, identifying areas that students would like to see changed or improved.

Feedback received Highlights include: Overall, the students felt school was preparing them to be successful and offered a variety of courses. Students expressed interest in more community opportunities, and identified strengths and concerns in regards to the school culture and climate.

B. Families

Description of consultation conducted: Focus group for Parents met in Oct. 2021 and a survey was conducted in Fall 2021 for all community members.

Uses consulted on: quality of schools, what they are most proud of when they think of King George County Schools, challenges faced by the school division, issues that students are facing today, and student success in both school and beyond school.

Feedback received highlights include: Overall, families are satisfied with King George School Division. They are most proud of the teachers, academic achievement of students and safety. Recruiting and retaining teachers, providing challenging instructional programs and maintaining aging school buildings were identified as top challenges. Impacts of COVID-19 pandemic, social-emotional or mental health issues, and lacking life skills were identified as issues facing students.

C. School and district administrators including special education administrators

Description of consultation conducted: Focus groups for Division Leadership and building administration met on separate dates in fall of 2021. The Division Leadership team continues to meet 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 Highlights include: 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

Description of consultation conducted: Teachers, principals and school leaders have participated in the Division Strategic Planning focus groups seeking feedback and discussing student and staff needs in the schools. 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, educational programming, site-based interventions for students, social/emotional needs of students and staff, family community events and overall operational needs of each school.

Feedback received Highlights include: Overall, the leadership teams are satisfied with the efforts and decisions being made with the return of students to in-person instruction. They are most proud of the teachers, academic achievement of students and safety. Recruiting and retaining teachers, providing challenging instructional programs and maintaining aging school buildings were identified as top challenges. Impacts of COVID-19 pandemic, social-emotional or mental health issues, and lacking life skills were identified as issues facing students.

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: As part of the Division Strategic Planning a community focus group met on Oct. 5, 2022. Representatives from the NAACP and the Ralph Bunch Alumni and other various community organizations participated and shared thoughts on how to partner with the schools to better meet the needs of the students.

Uses consulted on: Strengths and weaknesses of King George County Schools, challenges faced by the school division and the community, issues that students are facing today, and student success in both school and beyond school.

Feedback received Highlights include: Student opportunity for voice in the community, history lessons aligned to local activity, increased communication within the community to strengthen partnerships with the schools.

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: Special Education Advisory Committee (SEAC), parents, school counselors, teachers and administrators participated in committee meetings on a regular basis. Parent and student surveys were developed and distributed to all stakeholders.

Uses consulted on: Work-based learning, academic needs due to COVID-19 learning loss, supporting students in virtual learning, transition planning to meet the social and academic needs of the students.

Feedback received Highlights include: Voice in the community for all stakeholders, increased communication, increased resource awareness, more parent engagement opportunities and more structured and effective networking for families.

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

Description of consultation conducted: Teachers, principals and school leaders participated in the Division Strategic Planning focus groups seeking feedback and discussing student and staff needs in the schools. Leadership teams continue to meet on a regular basis and grade level and content area teams meet as well to disaggregate data for extended learning opportunities.

Uses consulted on: Communication, student academic performance, educational programming, site-based interventions for students, social/emotional needs of students.

Feedback received Highlights include: Overall, the leadership teams are satisfied with the efforts and decision being made with the return of students to in-person instruction. They are most proud of the teachers, academic

achievement of students and safety. Recruiting and retaining teachers, to provide the extended learning opportunities for the students continues to be a challenge. Impacts of COVID-19 pandemic, social-emotional or mental health issues, and lacking life skills were identified as issues facing students.

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: Special Education Advisory Committee (SEAC), parents, school counselors, teachers and administrators participated in committee meetings on a regular basis. Parent and student surveys were developed and conducted to all stakeholders.

Uses consulted on: academic and social/emotional needs due to COVID-19 learning loss, opportunities for parent involvement, resource awareness, and social networking.

Feedback received Highlights include: Increased awareness and communication of various community-based resources, more parent engagement opportunities to participate in during the school day, increased peer model participation, and increase for social networking for families.

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.

King George County Schools will implement behavioral supports to meet the needs of students with disabilities through contracted services for Applied Behavior Analysis through consultation with trained professionals to provide direct services to students and professional development for staff. Furthermore, King George County Schools will provide academic support for students with disabilities by administering professional development and coaching for staff in specially designed instruction for students with disabilities and the materials and supplies necessary for their support.

King George County Schools participates in various assessment programs to gain insight into the academic needs of the students. The school division reviews and compares attendance data, student achievement on SOL common growth assessments, PALS, DIBELS, MAP, VKRP (k only), AMC Anywhere Numeracy Assessments and grades. Course completion and numeracy data are also considered. Reading and math deficits are identified and interventions are aligned to address academic needs. Additionally, leadership teams at each school consider teacher recommendations, student behavior, student social-emotional needs and student demographics in accessing the need for learning loss recovery due to the COVID-19. The school division also facilitates vertical reading and math teams that meet regularly to discuss student

performance, instructional needs for the teacher and effectiveness of interventions to better address the needs of all students.

- 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 the school division 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 and implemented as a means of early literacy intervention for reading in the school division to address learning loss in grades K-3. Curriculum for math intervention will be purchased and implemented in grades K-8. Implementation of daily intervention blocks during the instructional day (K-8) and curriculum materials to support differentiation efforts will be funded with the grant. Specialists and interventionists will implement small group lessons using manipulatives and differentiated lessons daily during the school day.

King George County plans to utilize small group, targeted tutoring services before and after school along with summer school to extend learning time for identified students in grades K-12 in the content areas of reading, math and science.

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

King George County Schools will implement a multi-tiered system of supports, including an ongoing data review process, to identify students disproportionately impacted by COVID-19 and to respond to the academic, social, emotional, and mental health needs of all students.

King George County Schools will actively progress monitor all data points. The school division reviews and compares attendance data, student achievement on SOL common growth assessments, PALS, DIBELS, MAP, VKRP (k only), AMC Anywhere Numeracy Assessments and grades. Course completion and numeracy data are also considered. Reading and math deficits are identified and interventions are aligned to address the academic need. Additionally, leadership teams at each school consider teacher recommendations, student behavior, student social-emotional needs and student demographics in accessing the need for learning loss recovery due to the COVID-19. The school division also facilitates vertical reading and math teams to address the instructional needs of the division.

- D. Amount of ARP ESSER funds to address learning loss: \$977,954.45

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. King George County will invest funds in the teachers with incentives and strategies to promote retention and recruitment.

- a. Total number of new staff hired with ARP ESSER funds: 4 new positions
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024.

Three of the new positions will consist of interventionist/paraprofessionals. One position will be added to support and assist work-based learning at the secondary level. These positions will be sustained with the local budget once the grant funding is expended.

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

ESSER funds will be used for technology expenses to include: additional web-based platforms to support student learning loss related to the COVID -19 pandemic, data fees for hotspots to provide internet service and increase capacity for wireless network to support student devices, security software for students and staff devices, chromebooks, and laptops to support instruction. Funds will be used for: cleaning, disinfecting, and mitigation supplies for classrooms; facilities and buses; meals to support safe meal packaging due to the COVID -19 pandemic.

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.

Funding will be used to increase the availability for students and staff to be socially distant and space for small group instruction as needed for the COVID-19 pandemic by purchasing a modular unit for Potomac Elementary School. The school division has not submitted or received approval for the project. It will be submitted in January 2023. School buses will be equipped with air conditioning and dehumidifiers for classrooms to improve air quality and air circulation as a mitigation strategy for COVID -19.

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

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$2,104,223.07

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	Instructional Support Staff for Summer Learning Program paid at an hourly rate to contracted staff such as teachers, bus drivers. FICA included in budget.	YES	425,217.50		50,422.77	374,794.73
Before and After School	Instructional Support for After School/ Extended Learning paid at an hourly rate to contracted staff, bus drivers. FICA included in budget.	YES	107,650.00		30,042.17	77,607.83
Other	Nurse Clinic Aides to assist with COVID -19 needs. FICA included in budget	NO	102,805.76		102,805.76	0
Other	Tuition for Virtual Virginia for students for remote learning	YES	78,950.00		78,950.00	0
Other	Technology expenses include web-based platforms to support learning loss, data fees for hotspots to provide internet services, security software for student and staff devices, subscription services for virtual platforms to support learning/communication	NO	162,750.00		162,750.00	0
Other High Quality Tutoring	Use of consultants to support specially designed instruction for students with disabilities	YES	22,200.00	22,200.00	0	22,200.00
Other High Quality Tutoring	Use of consultants to support behavioral needs of students with disabilities	YES	40,000.00	10,000.00	0	40,000.00
Other	Math and Reading Software to support learning loss	YES	10,000.00		0	10,000.00
Other	Supplies, paper and disposable packaging for student meal service	NO	130,206.39		130,188.69	17.70
Other	General cleaning, disinfecting and mitigation supplies	NO	12,542.30		3,493.49	9,048.81

Professional Development	Social Emotional Learning Curriculum Grades K-12	YES	45,000.00		0	45,000.00
Other	Materials and supplies to support students with disabilities	YES	14,538.93		0	14,538.93
Summer School	Curriculum and supplies for Summer School Program	YES	15,000.00		3,191.99	11,808.01
Before and After School	Curriculum and supplies for After School/ Extended Learning	YES	22,000.00		10,193.11	11,806.89
Other	Hardware for wireless network upgrade to support additional chrome books and laptops	NO	175,000.00		175,000.00	0
Other	Repair parts for devices due to student use/remote learning	NO	24,700.00		8,918.00	15,782
Other	Technology supplies to support remote learning (printers, cables, cameras, headphones)	NO	5,300.00		5,300.00	0
Other	Chromebooks to support learning/testing	NO	53,784.00		30,000	23,784
Other	Laptops to support remote learning/working	NO	190,000.00		190,000.00	0
HVAC/Renovation/Capital Projects	Potomac Elementary Expansion Project	NO	900,000.00		0	900,000.00
Other	ProAir Conditioning for school buses	NO	134,500.00		134,500.00	0
Other	Digitization of records	NO	190,869.63		0	190,869.63
Other High Quality Tutoring	Three Interventionist positions to provide small group remediation/instruction. FICA included in budget	YES	132,808.02		0	132,808.02
Other	Work-based Learning and CTE Lead. FICA included in budget.	YES	64,590.00		3,785.84	60,804.16
Other Recruitment/Retention	Materials and Supplies to support teacher retention	NO	10,000.00		1,329.55	8,670.45

Other	Employee pay for supporting virtual school board platform. FICA included in the budet.	NO	10,765.00		4,600.00	6,165.00
Other	Air filtration supplies: Dehumidifiers	NO	1,000.00		1,000.00	0

