

## **Amelia County Public Schools**

### **ARP ESSER Plan**

8701 Otterburn Road, Suite 101

Amelia, Virginia 23002

804-561-2621

### **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. Amelia County Public Schools (ACPS) has been awarded \$2,147,806.38 in ESSER III funds. This plan describes how the awarded funds will be used. Questions about this plan should be directed to Jan Medley, Director of Student Services, [medleyj@ameliaschools.com](mailto:medleyj@ameliaschools.com).

During the 2020-2021 school year Amelia County Public Schools maintained in-person instruction for students at all school levels. Elementary school students attended school four days a week in person, with one day a week dedicated to virtual learning. Secondary schools in the division operated on an A/B schedule for in-person learning to remain in compliance with transportation and physical distancing requirements. An option for virtual learning was made available to parents and students during the school year. ACPS provided an instructional program to meet the needs of students, including students with disabilities, English Language Learners, and Pre-K students.

For the 2021-2022 school year, ACPS continued to provide in-person instruction increasing to five full days a week at each school. Virtual learning opportunities were provided to students who signed up for Virtual Virginia. This full return to learning will have an increased focus of maintain a safe and clean learning environment for all students and staff.

ACPS will continue throughout the 2022-2023 school year to provide in-person instruction and an option for virtual instruction. Virtual learning opportunities will be provided to students through Virtual Virginia. The school division continues to work to maintain a safe and clean learning environment for all students and staff.

### **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. Amelia County will use \$2,147,806.38 of its ARP Act ESSER III funds to address unfinished learning and COVID-19 related upgrades.

ACPS continues to work to maintain sanitary conditions for students who attend school in person. Funds will be used to reconstruct the parking lot at the elementary school due to increased car riders due to COVID-19.

### **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. ACPS will use approximately \$587,713.62 of its ARP Act ESSER III funds to address unfinished learning as described below.

ACPS is soliciting existing employees and/or hiring employees to provide after school programming to supplement instruction and remediation efforts.

Tutoring services will be provided to students during the school day to capture students who are unable to attend afterschool programming.

Multidivision Online Provider licenses will be purchased as a resource for providing summer school instruction and supports to students who may not attend traditional summer school programs.

Programs and software such as Lexia Learning, DreamBox, and Fast ForWord will provide supplemental support to students for Tier 2 and Tier 3 instructional services.

The MAP assessment will be utilized at the middle school and high school level to help gauge the level of unfinished learning. Data will be used to guide the program of studies.

Funds for the programming listed above will span across the term of the grant.

### **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. ACPS will use approximately \$1,560,092.76 of its

ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below.

Virtual Virginia will be used to support students opting to receive instruction through a virtual platform.

ACPS will utilize funds to address the increased traffic congestion at the elementary school as a result of increased car riders due to the pandemic.

ACPS will utilize funds to provide a FY24 staff retention incentive to include fringe benefits.

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

ACPS building administrators will hold collaborative meetings with building level support teams and teachers to discuss academic performance of students, progress monitoring, behavior, and program effectiveness. At the division level, the VTSS team will meet bi-monthly to discuss and develop protocols for meaningful conversations regarding students' academic, social, emotional, and mental health needs.

### **Section 6: Consultation with Stakeholders and Opportunity for Public Comment**

In developing the ARP ESSER Plan, ACPS 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, and their unions – District level leaders held several face-to-face meetings to discuss uses of the grant funding and utilizing grant funds to have the greatest impact on students. School level administrators were provided an opportunity to make suggestions on building needs. A survey was distributed to the community at large for consultation. Additionally, an update on spending plan was provided at the school board meeting in December 2022.
- 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 – District level leaders serve in multiple capacities that span across all areas listed above and consideration was given to all areas in developing a plan to support all subgroups

of the student population. Engagement of community stakeholders included School Board presentations and website notifications.; and

- By providing the public the opportunity to provide input by advertising and developing a stakeholder survey to include community input on how funds related to this grand should be spent and taking such input into account.

**Section 7: Making the Plan Available to the Public**

ACPS has taken the following steps to make this plan available to the public:

- The plan is posted at [www.amelia.k12.va.us](http://www.amelia.k12.va.us) under the COVID Response tab;
- The plan is available in Spanish upon request;
- The plan may be orally translated for parents. Contact Dr. Jan Medley, Director of Student Services at 804-561-2621 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 Dr. Jan Medley, Director of Student Services at 804-561-2621.

**ESSER Plan Review**

ACPS must periodically review and update, as necessary, local plans for the Safe Return to In-Person Instruction and Continuity of Services as a requirement of receiving American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESER) formula funds.

<b>Date of Review</b>	<b>Noted Changes</b>
11/29/2021	No changes needed
5/27/2022	Changes include: additional staff and programming to address student’s social/emotional wellness and plans to address the school division’s capacity to accommodate increased traffic flow at the elementary school due to COVID.
12/15/2022	Deleted the notation that funds will be used to hire and additional administrator at the elementary school. The position was not paid for by the grant. Updated the cost figures associated with the parking lot reconstruction project. Added a staff retention incentive for FY24
