

*Dickenson County Public Schools
School Division/LEA ARP ESSER Spending Plan
Revised January 2023*



Approved by Dickenson County School Board January 11, 2023

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Dickenson County Public Schools

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Haydee L. Robinson, Superintendent



**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 | Dickenson County Public Schools |
| B. Division Number | 026 |
| C. Contact Name | Haydee Robinson, Division Superintendent |
| D. Contact Email | hrobinson@dcps.k12.va.us |
| E. Contact Phone # | 276-926-4643 |
| F. Amount of ARP ESSER funding allocated to LEA: | \$6,450,604.48 |

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Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL): www.dcps.k12.va.us
- 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 available in English and Spanish. The plan may also be orally translated. Please contact Haydee L. Robinson, Division Superintendent, at (276)926-4643 to request translation.
- 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 the ADA may be provided with the plan in an alternative format accessible by contacting Denechia Edwards, Director of Special Education and CTE at 276-926-4643

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 initial plan has been posted at www.dcps.k12.va.us since August 2021. Contact information was provided in the plan to submit comments and feedback regarding the plan. Draft Plan posted to www.dcps.k12.va.us on December 1, 2022, as well as a google survey to provide input on the plan from December 2, 2022 to January 9, 2023. The link to the Plan and Survey were also posted to DCPS Facebook to solicit responses. The plan revision was discussed at the November 21, 2022 School Board Meeting, December 12, 2022 School Board Meeting, and January 11, 2023 Special Called School Board Meeting.

- B. Describe how the LEA took public input since August 2021 into account:
Stakeholder input received via meetings and survey response was incorporated into the ESSER III Spending Plan in accordance with eligible use of funds guidelines for ARP ESSER III. Dickenson County Public Schools applied for and received a waiver to extend the due date of this plan to January 15, 2023 to collect additional stakeholder input.

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: ARP ESSER III Spending Plan Survey
Uses consulted on: Strategies to Address Learning Loss

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Feedback received: None

B. Families

Description of consultation conducted: ARP ESSER III Spending Plan Survey

Uses consulted on: Strategies to Address Learning Loss

Feedback received: Four survey participants identified as Parent/Family Member. Two of these responses did not meet eligible use guidelines of ARP ESSER III.

C. School and district administrators including special education administrators

Description of consultation conducted: ARP ESSER III Spending Plan Survey & Discussion at December 2022 Administrators Meeting

Uses consulted on: Strategies to Address Learning Loss

Feedback received: Comments from Administrative Meeting and Survey Response. Five survey participants identified as School and District Administrators. Hiring Reading & Math Specialists, an Attendance officer, and restoring Therapeutic Day Treatment Counseling services were the recurring responses received from Administrators to address Learning Loss.

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

Description of consultation conducted: ARP ESSER III Spending Plan Survey

Uses consulted on: Strategies to Address Learning Loss

Feedback received: Four Survey Participants identified as Teachers, Principals, or Other School Staff Member. Instructional Specialists, an Attendance Officer, and Counseling Services were recommended by input received from Teachers, Principals, & Other School Staff. Via survey and administrative meetings.

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: ARP ESSER III Spending Plan Survey

Uses consulted on Strategies to Address Learning Loss

Feedback received: None

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: ARP ESSER III Spending Plan Survey

Uses consulted on: Strategies to Address Learning Loss

Feedback received: None

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

Description of consultation conducted: ARP ESSER III Spending Plan Survey

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Uses consulted on: Strategies to Address Learning Loss

Feedback received: None

- 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: ARP ESSER III Spending Plan Survey

Uses consulted on Strategies to Address Learning Loss

Feedback received: None

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

Dickenson County Public Schools has identified learning loss among our student groups most likely to have experienced the impact of lost instructional time such as economically disadvantaged children and children with disabilities students experiencing homelessness, children in foster care and migratory students by administering the following assessments:

1. PAL’s Testing for grades PK-3
2. Moby Max Intervention Assessment Results
3. Tier Intervention in Grades PK - 5th grades
4. CIP Benchmark Test Results
5. VKPR Pre-Kindergarten Assessment

Benchmark tests break down results by subgroups for tiering purposes indicating students were behind from previous years. MobyMax was also used for tiering our students which indicated learning loss in grades 3-8. Pals results indicated our students had learning losses in grades K-3. Teacher pre-assessments showed that students were behind compared to students in previous years.

- 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:

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DCPS will advertise and hire one additional Reading Specialist, two Math Specialists, and an Attendance officer for the 18-month period ending September 30, 2024 with ARP ESSER III funding. Additional learning materials, as related to addressing Learning Loss will be purchased with these funds.

DCPS will contract with a local mental health agency to provide Therapeutic Day Treatment Services to students for the 18-month period ending September 30, 2024. These services were previously provided by Family Preservation Services and are no longer available.

DCPS paid a retention stipend to all employees in December 2022 to help combat the loss of Administrators, Principals, Teachers, & Other Staff. The local match portion of that stipend was funded by ARP ESSER III.

DCPS 2023 Summer School will be funded, in part, with ARP ESSER III funding in coordination with ARP Summer Learning Funds.

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

Dickenson County Schools Intervention Committee which includes representatives from each of the elementary schools, including central office staff, psychologists, and reading specialist meets weekly to monitor data from each school. Monthly meetings are held with the respective principal, Title I staff member and the Intervention Committee to review the data results. Recommendations and strategies are discussed and implemented for each school to address learning loss.

- D. Amount of ARP ESSER funds to address learning loss: \$ 1,326,942.16

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 NA

- a. Total number of new staff hired with ARP ESSER funds: 4

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- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: No

- 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

DCPS implemented the Plan for Safe Return to In-Person Instruction and Continuity of Services in accordance with ARP ESSER III guidelines. DCPS continues to review this plan every 6 months and revise as needed to adapt COVID response strategies.

- 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

DCPS submitted and received prior approval from VDOE to use ARP ESSER III funding for Construction of an addition to Ridgeview Elementary School, which is currently under construction. Ridgeview Elementary School will be open to students in the 2023-2024 School Year.

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

- E. Amount of ARP ESSER funds for the uses above (A. through D.) \$5,123,662.32

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Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
HVAC/Renovation/Capital Projects	Ridgeview Elementary School Addition	NO	5,123,662.32	5,123,662.32	1,929,771.15	3,193,891.17
Summer School	Summer School 2023 Salaries & FICA	YES	147,000.00	0.00	0.00	147,000.00
Other Recruitment/Retention	December 2022 Employee Retention Stipend	YES	145,134.00	145,134.00	145,134.00	0.00
Other	Therapeutic Day Treatment Counseling Services - Contracted	YES	356,000.00	0.00	0.00	356,000.00
Other High Quality Tutoring	Reading Specialist Position & Benefits	YES	157,000.00	0.00	0.00	157,000.00
Other High Quality Tutoring	Math Specialist Positions (2) & Benefits	YES	314,000.00	0.00	0.00	314,000.00
Other	Attendance Officer Position & Benefits	YES	184,000.00	0.00	0.00	184,000.00
Other	Instructional/Support Materials for Remediation, Intervention	YES	23,808.16	13,944.40	13,944.40	9,863.76
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Choose an item.	TOTAL	Choose an item.	6,450,604.48	5,282,740.72	2,088,849.55	4,361,754.93