

**Madison County Public Schools  
ARP ESSER Spending Plan  
Virginia Department of Education**

**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.

In response to Governor Youngkin’s challenges, Madison County Public Schools offers our after-school program, MadExplorers, through the competitive ESSER II Unfinished Learning Set-Aside Grant. This competitive grant award was for \$664,891.56. Tutoring is available to students as part of our after-school programming. Information on MadExplorers was sent home with all students and made available our website and social media. Parents/guardians needing more information should contact Ms. Artale, [martale@madisonschools.k12.va.us](mailto:martale@madisonschools.k12.va.us). Our teachers and staff members received bonuses as part of the ARP ESSER funding.

**Section 1: General Information**

- |   |                                 |
|---|---------------------------------|
| A. School Division/LEA Name                     | Madison County Public Schools   |
| B. Division Number                              | 056                             |
| C. Contact Name                                 | Tina Cropp                      |
| D. Contact Email                                | tcropp@madisonschools.k12.va.us |
| E. Contact Phone #                              | 540-948-5395                    |
|   |                                 |
| F. Amount of ARP ESSER funding allocated to LEA | \$2,711,550                     |

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL) <https://www2.madisonschools.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
  - a. **The plan may be orally translated for parents. Contact Dr. Cathy Jones (cjones@madisonschools.k12.va.us) 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
  - a. **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 Jeanette Alexander (jalexander@madisonschools.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:
  - a. **Formal public hearings were held on the ARP ESSER spending plan on July 12, 2021, February 14, 2022, and November 14, 2022, at regularly scheduled school board meetings.**
- B. Describe how the LEA took public input since August 2021 into account:
  - a. **Formal public hearings on the ARP ESSER spending plan on July 12, 2021, February 14, 2022, and November 14, 2022, at regularly scheduled school board meetings. A survey was conducted Dec. 2022.**

### 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: Survey (Sent to parent emails; parents could choose whether or not they offered the survey to their children.)

Uses consulted on: entire plan

Feedback received: N/A
- B. Families
 

Description of consultation conducted: Survey and public hearings at board meetings

Uses consulted on: entire plan

Feedback received related to providing more resources for our students to address learning loss and mental health needs such as additional staffing, increased access to tutoring and additional learning materials. Many responses also included requests to increase staff pay.

- C. School and district administrators including special education administrators  
 Description of consultation conducted: weekly administrative meetings and survey  
 Uses consulted on: entire plan.  
 Feedback received focused on ways to fund extra positions after ARP ESSER funding is depleted and current needs to address student learning.
- D. Teachers, principals, school leaders, other educators, school staff, and their unions  
 Description of consultation conducted: weekly administrative meetings; summer leadership retreat; teacher advisory meetings; survey  
 Uses consulted on: entire plan  
 Feedback received focused on addressing social/emotional learning needs; access to materials to facilitate hands on learning; additional positions (MPS position to assist with behavior management, full-time teacher to be used as a resource teacher for students who might need extra attention to pass SOL's/complete requirements for a course; more instructional assistants, more guidance counselors and behavioral specialists, high school instructional assistants and a reading specialist, family liaison), and increased pay.
- E. Tribes, if applicable N/A  
 Description of consultation conducted  
 Uses consulted on  
 Feedback received
- F. Civil rights organizations, including disability rights organizations  
 Description of consultation conducted: COVID/ESSER spending was discussed at MCPS Equity Task Force Meeting (May 18, 2021) which include representatives from the Culpeper/Madison NAACP, the Community Services Board, and other community organizations..  
 Uses consulted on: entire plan  
 Feedback received: The equity mission statement was developed in these task force meetings. The mission statement pertains to ESSER when making all funding decisions especially pertaining to learning loss and staffing.
- 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: Survey sent to parents  
 Uses consulted on: Entire Plan  
 Feedback received (See Appendix A.)
- H. Community based organizations, including partnerships to promote access to before and after-school programming  
 Description of consultation conducted: Survey; discussion with Boys and Girls Club Board on 1/20/2022  
 Uses consulted on: partnerships  
 Feedback received on survey see Appendix A.
  - o Importance of using funding to provide targeted instruction as well as support social/emotional/behavioral, and mental health needs through positive social interactions, positive peer engagements, and relationship building. The strengthened partnership with the Boys and Girls Club is also made possible through the ESSER II Set-Aside grant.

- 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: survey

Uses consulted on Entire Plan

Feedback received (See Appendix A.)

**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:
  - PALs and MAP data was collected and analyzed grades K-2.
  - SOL assessment data including the Student Detail by Question (SDBQ) reports for grades 3-8 reading and math assessments taken in September were reviewed for each student.
  - Local assessments (late fall, spring) used to monitor student grade level progress
  - Teachers analyze data in grade level groups on specific days and times (and adjust instruction as needed)
  - MAP data was collected and analyzed for science grades 3-5.
  - 9-week benchmark assessments grades 6-8
  - Student Growth Assessments provided by HMH given to students in English classes grades 9-12; performance matters assessments in other subjects
- 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 Interventionist (grades 3-5)
  - Software programs to support in class instruction
  - Principals provided with additional per-pupil funding to support their school-based instructional plans to measure and address the academic impact of lost instructional time on all students to include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
  - Funds were set-asked for EL, special education, homeless, and migrant students for use by the leadership team to meet individual student needs.

- Refresh curriculum, consumable classroom materials, and software
  - Continue to fund positions covered by ESSER II at the end of the ESSER II funding period.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed
- PALs and MAP data grades K-2.
  - SOL assessment data to include the Student Detail by Question (SDBQ) reports for grades 3-8 reading and math assessments
  - Local assessments
  - MAP data science grades 3-5.
  - 9-week benchmark assessments grades 6-8
  - Student Growth Assessments provided by HMH given to students in English classes grades 9-12; performance matters assessments in other subjects
- D. Amount of ARP ESSER funds to address learning loss \$559,911.11

Other funding previously and currently used to support learning loss includes:

- ESSER II Unfinished Learning: \$664,891.56
  - Special Competitive Grant written and received for the after-school Partnership with Boys and Girls Club and Parks and Rec. Funding covers after-school teachers, instructional support staff, bus drivers, BGC services, and supplies/snacks to run the after-school program through 2023. Funding covers all tutoring and enrichment activities for over 300 enrolled students.
- ESSER II
  - Student Success Coaches (Tier 3) for MPS, WYES, WMS
  - Extensive summer curriculum work K-12 for Summer 2021
  - Graduation Coach for MCHS
  - Virtual instruction K-12 through Virtual VA and APEX
  - Intensive Summer School programming
- ESSER III: Unfinished Learning
  - Special Competitive grant written for needed at-home learning supplies

### **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

- Total number of new staff hired with ARP ESSER funds: 3
  - Math Interventionist
  - Additional School Nurse
  - Technology Support Specialist
- Plan to retain staff hired with ARP ESSER funds after September 30, 2024:
  - We would like to retain the math interventionist and technology support specialist if funding is available and the positions continue to be beneficial and essential.

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

- In order to continuously and safely open and operate schools for in-person learning, Madison County Public Schools will use a portion of the ARP ESSER funding for sanitizing and cleaning supplies, air purifiers and air filters.

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

- Update HVAC equipment at various locations to include WYES, SBO, and MCHS; approval has been obtained for all projects as needed.

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

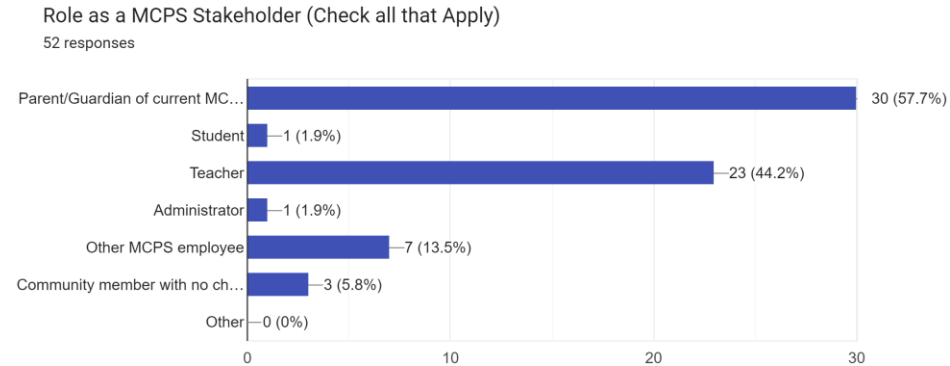
- Student Mental Health/Physical Wellness
  - Update school playgrounds and outdoor learning areas
  - (additional school counselors currently funded through ESSER II)
- Furniture for social distancing

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$1,357,764.36

**Section 7: Budget**

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Math Interventionist (GR. 3-5)	YES	\$195,000	195000.00	0	195000.
Other	School Nurse	NO	\$68,108.95	0	0	68108.95
Teacher and Staff Performance Bonuses	Staff Retention Bonus	NO	\$542141.30	542141.30	542141.30	0
Other	Technology Support Specialist	NO	\$35,550	35550	0	35550.
Other	Virtual Virginia services	NO	\$150000	0	0	150000.
Other	Software to help catch-up lost learning	YES	\$5000	5000	5000	0
Other	Digital Subscription for Student Learning	YES	\$4095	4095	4095	0
Other	Support for school-based instructional plans (or continue funding positions supported by ESSER II)	YES	\$200000	0	0	200000
Other	Set aside for special population needs	YES	\$100000	0	0	100000
Other	Refresh curriculum, consumable classroom materials, and software	YES	\$55,816.11	0	0	55816.11
HVAC/Renovation/Capital Projects	MERV 13 Filters	NO	\$3766.75	0	0	3766.75
Other	Sanitizing and Cleaning Supplies	NO	\$10,000	0	0	10000
Other	Air Purifiers	NO	\$8000	0	0	8000
Other	Furniture for social distancing	NO	\$75000	75000	75000	0
Other	Update Playgrounds (mental health)	NO	\$430000	430000	0	430000
Other	Outdoor classroom construction	NO	\$147000	147000	0	147000
HVAC/Renovation/Capital Projects	Update facilities as determined by CIP committee	NO	\$675,997.61	675997.61	0	675997.61
HVAC/Renovation/Capital Projects	MCHS HVAC Art room	No	\$8000	8000	8000	0

## Appendix A: Survey Feedback



### Common themes/requests throughout responses:

- Increased after-school tutoring opportunities
- Fund capital projects
- Purchase materials for hands on learning
- Address social/emotional learning needs
- Requests for more support staff
  - Requests included:
    - additional instructional assistants,
    - behavior support,
    - school counselors,
    - nutritionist,
    - family liaison, and
    - reading specialists
- Requests to continue to support/fund student success coaches, the graduation coach at the high school, and the math specialist at WYES
- Funds to purchase/provide for more individualized instruction
- Teacher/staff pay increase
- Free breakfast and lunch for all schools
- Request to provide school issued agendas
- Request to develop an alternative education program for elementary students to avoid out-of-school suspensions