

ARP ESSER Plan



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Introduction

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). This legislation awards grants to state educational agencies (SEAs) for providing local educational agencies (LEAs, i.e., school districts) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

South Carolina will receive \$2,112,051,487 in ARP ESSER funds from the ARP Act, with 90 percent being awarded to LEAs with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020. The remaining funds to South Carolina will be used for state-level activities to address issues caused by COVID-19.



This plan describes how the LEA will use funds that it is awarded under the ARP ESSER program. This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the [ARP ESSER grant](#) terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the U.S. Department of Education, [86 FR 21195](#).

ARP ESSER Budget Overview

Total Amount of LEA Award

\$22,768,124.00

Required 20 Percent for Learning Loss

\$4,553,624.80

Funds for Prevention and Mitigation Strategies

In the text field below, describe the extent to which and how the LEA will use funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

(Click box to scroll)

Colleton County adopted measures to ensure health and safety of students and staff as it continues to re-open for in-person instruction. The policies instituted to the district are as follows:

Although most children do not get severely ill with COVID-19, it is important that steps be taken to prevent further spread and ensure the safety of those who might be at risk. Colleton County School District will follow the guidelines as outlined by Centers for Disease Control (CDC) and South Carolina Department of Health and Environmental Control (SCDHEC) for management of individuals who have been diagnosed with, exposed to, or present with symptoms of COVID-19.

The current protocols may change in the coming weeks as we continue to learn more about this virus and the effects it may have on our current operating schedule.

Confirmed Positive Case:

1. If a student, faculty, or staff member is symptomatic or receives a positive COVID-19 test result, they must immediately notify the school and begin the isolation process as outlined by the CDC and South Carolina DHEC.
2. If an individual is on school campus when symptoms begin; student, faculty or staff will be immediately placed in isolation and transportation arranged for exiting campus.
3. School nurse will notify DHEC upon notification of confirmed positive case. DHEC will begin next steps in contact tracing and provide guidance regarding quarantine, parent communications, and facility disinfections.

ARP ESSER High Level Budget

Note: The total amounts below must match the LEA's ARP ESSER Budget that details expenditures by allowable activity. A description of the ARP ESSER allowable activities are online on the [ARP Act ESSER Spending Categories webpage](#).

ARP ESSER Allowable Activity	Budgeted Amount
Learning Loss (20% required)	\$4,553,624.80
Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	\$0.00
Coordination, preparedness, and response efforts	\$0.00
Activities to address unique needs of specific students	\$0.00
Improving preparedness and response efforts	\$0.00
Training and professional development on sanitation	\$0.00
Supplies to sanitize and clean facilities	\$0.00
Planning, coordinating, and implementing school closures	\$0.00
Educational technology	\$0.00
Mental health services and supports	\$273,000.00
Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	\$0.00
Addressing learning loss among students (in addition to Learning Loss budgeted above)	\$0.00
School facility repairs and improvements	\$3,579,536.21
Improving indoor air quality	\$395,560.00
Developing and implementing public health protocols	\$349,647.32
Other activities to maintain operation and continuity of services	\$13,438,640.72
Total Budget	\$22,768,124.00

Activities to Address Learning Loss

ARP ESSER Learning Loss Requirements

The LEA must use 20 percent of the funds it receives under the ARP ESSER program to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. The LEA should duplicate or align with the goals, strategies, and evidence-based interventions in its Academic Recovery Plan to minimize duplication of efforts.

Academic Recovery Plan – English Language Arts (click box to scroll)

Strategies to Achieve Goal #1:

1. Strengthen Core Instruction

● Strengthen Tier 1 instruction by utilizing research based best practices for instruction and assessment in all grade levels for English Language Arts. Specific action steps will include:

- Conduct an ELA curriculum review audit to identify strengths and weaknesses in curriculum resources and practices in grades Pre-K-2.
- Implement a systematic approach to teaching reading across grade levels.
- Refine the research based common teaching practices that should occur in lessons across the district that

Academic Recovery Plan – Mathematics (click box to scroll)

Strategies to Achieve Goal #2:

1. Strengthen Core Instruction

Strengthen Tier 1 instruction by utilizing research based best practices for instruction and assessment in all grade levels for Mathematics. Specific action steps will be:

Implement a systematic approach to teaching mathematics across grade levels.

Refine the research based common teaching practices that should occur in lessons across the district that focus on the seven South Carolina College and Career Ready Mathematical Process Standards which develop a conceptual understanding of mathematical content and the application of mathematical skills.

~~Provide professional development in the science of teaching mathematics across grade levels and content~~

Academic Recovery Plan – Social, Emotional, Behavioral and Mental Health (click box to scroll)

Strengthen the collaboration between school and families. Specific action steps will be:

- Support families with an understanding of individual student performance and the identification of learning loss or achievement gaps.
- Create a team to support the whole child - teacher, interventionist, guidance counselor, parent and administrator.
- Develop an individualized plan to provide support on meeting goals to close any achievement gap or learning loss.

Academic Recovery Plan – Other Activities (click box to scroll)

The activities that address learning loss will focus on increasing student performance in reading and math at all grade levels. In doing so, the district will address learning loss through implementation of research-based and evidence-based best practices and programs as well as professional development. The following programs are listed for use for professional development, program implementation, and program support for three years of support:

Read 180-a reading focused intervention program to be used for grades 9-12 Read 180 is a powerful literacy program that has areas that present special challenges to children in schools who struggle with reading. The

Activities for other ARP ESSER Funds

The LEA must describe how it will expend its remaining ARP ESSER funds in the other allowable categories. Detailed categories are available on the [ARP ESSER Spending Plan Categories webpage](#).

Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act Description of Planned Activities if applicable (click box to scroll)

N/A

Coordination, preparedness, and response efforts Description of Planned Activities if applicable (click box to scroll)

N/A

Activities to address unique needs of specific students Description of Planned Activities if applicable (click box to scroll)

N/A

Improving preparedness and response efforts

Description of Planned Activities if applicable (click box to scroll)

N/A

Training and professional development on sanitation

Description of Planned Activities if applicable (click box to scroll)

N/A

Supplies to sanitize and clean facilities

Description of Planned Activities if applicable (click box to scroll)

Sanitization supplies will be budgeted to sanitize and clean facilities and all building operated by the LEA. As the pandemic continues, the district will continue to increase its supply of disinfectants, cleaning products and other supplies to ensure that buildings and buses are as clean as possible and avoid transmission of COVID related viruses. These include gallons of sanitizer, replacement victory sprayers, replacement desk shield, hand sanitizing stations, face coverings (adults and students), air purifiers, and sanitation boxes.***An additional \$16,331.00 was awarded to Colleton's ESSER III Spending Plan in July 2021. Once the 20% was removed for learning loss, the remaining \$13,064.80 is added to category 7 for sanitization supplies and materials.***

This category zeroed out as all supplies have been purchased. 9/1/2023

Planning, coordinating, and implementing school closures

Description of Planned Activities if applicable (click box to scroll)

N/A

Educational technology

Description of Planned Activities if applicable (click box to scroll)

N/A

Mental health services and supports

Description of Planned Activities if applicable (click box to scroll)

Colleton County School District has identified the need for a mental health counselor. Since the return to in-person learning, the district has identified increasing trends of referrals on buses as well as classroom infarctions at all grade levels. While the district maintains partnerships with local mental health agencies, the need has arisen to have a dedicated counselor to serve students within the school locations. Within this category, funds are being removed from teacher retention salary and fringe to allocate for this support position.

Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)

Description of Planned Activities if applicable (click box to scroll)

Amendment 9 adds \$1,000,000 and \$200,000 for afterschool 2023-2024 and summer 2024). Amendment 7 adds \$173,114.95 for summer learning 2023.

Addressing learning loss among students (in addition to Learning Loss budgeted above)

Description of Planned Activities if applicable (click box to scroll)

Amendment 10. The district will use \$421,937.71 to implement an alternative elementary program. To address and intervene in behavioral issues associated with the pandemic, the district expects to develop an Elementary SEL program. The efforts of 4 teachers and a behavioral specialist will work with students in grades K-5 to provide intervention. Categories for expenses include salaries and transportation as this will be one central site where identified students will be transported: salaries for teachers (\$300,000.00); fringe for teachers (\$100,000); transportation (\$21,937.71). Within the transportation cost, the district will have to at least 5 bus drives as eligible students will travel from various parts of the county once they are identified for services. The county is 1, 133 square miles and is the fourth largest county in terms of land mass. Consequently, the district expends considerable resources in fuel and transportation for students.

School facility repairs and improvements

Description of Planned Activities if applicable (click box to scroll)

(\$3,750,000 moved to cover other areas from 200/500). (Reversed July 2023 and added to 200/300 Amendment 8. \$738.53 added to 200/500 to account for claim and align spending plan and GAPS) (This amendment 6 allocates funds for expansion of programs and building infrastructure. We will use ESSER III funding for capital outlay expenses that maintain the continuity of services and operations by expanding existing academic programs and functions. Specifically, the district will renovate the area for transportation services and operations housed at the middle school (\$10,000); and expand the areas for offering Family and Consumer Sciences courses and the Robotics programs at Colleton County Middle School (\$80,000 and \$80,000 respectively). The district will upgrade the roofing at Black Street Early Childhood Center (\$100,000). Additionally, the district will install hardware and equipment needed for implementing Barbering and Nail Technology at Thunderbolt Career and Technology Center (TCTC) at a cost of \$150,000. District leadership continues to use ESSER III funds to address physical plants needs to avoid transmission of viruses and promote safety through repair and improvement in buildings and buses. The \$420,000 will be moved

Improving indoor air quality

Description of Planned Activities if applicable (click box to scroll)

This amendment 10 proposes additional funding changes which make needed changes to the ESSER III Plan that include new activities identified as priorities for the district. This amendment also moves dollars from a major capital project that will not occur using ESSER III funds. Specifically, in the original spending plan, the district allocated \$6,909,536.21 to remodel an existing building to house approximately 500 6th graders to reduce the number at the present middle school. Due to scheduling delays and other environmental concerns, this project has not occurred. To avoid a lapse of funds, the district will redirect funds for immediate needs by using funds for the following priorities in this category: 3) Funds are being redirected to improve/repair/update the existing HVAC systems at Blackstreet Early Childhood Center (\$350,000). These improved systems will assist with air circulation for the reduction of transmission of diseases and is aligned with spending category 12 to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. 5) The district will reserve \$797,239.55 for building and maintenance projects at the middle school to include HVAC repair. These improved systems will assist with air

Developing and implementing public health protocols

Description of Planned Activities if applicable (click box to scroll)

In October 2021, Colleton County School District provided vaccine incentives as an allowable use of funds for the American Rescue Plan. Specifically, "an LEA may use ESSER (ESSER I, ESSER II, or ARP ESSER) or GEER (GEER I or GEER II) funds to provide reasonable incentives to students, consistent with state parent or guardian medical consent laws, , and their household members to get vaccinated. Providing reasonable incentives to students, including those enrolled in pre-kindergarten and K-12 (if eligible for vaccination), and their household members to get vaccinated against COVID-19 is allowable because it is a strategy that an LEA may implement in alignment with the Centers for Disease Control and Prevention (CDC) guidance on vaccinations, increase vaccination rates in the community and therefore bolster public health, and reduce risk of transmission and serious disease as students and staff return to or continue in-person instruction. Any incentives that an LEA provides with ESSER and GEER funds must meet the requirements in 2 CFR Part 200, including the requirement that the amount of the incentive be reasonable and may not violate any other applicable laws or requirements (e.g., incentives may not involve alcohol per 2 CFR § 200.423). For example,

Other activities to maintain operation and continuity of services

Description of Planned Activities if applicable (click box to scroll)

This amendment 10 proposes additional funding changes which make needed changes to the ESSER III Plan that include new activities identified as priorities for the district. This amendment also moves dollars from a major capital project that will not occur using ESSER III funds. Specifically, in the original spending plan, the district allocated \$6,909,536.21 to remodel an existing building to house approximately 500 6th graders to reduce the number at the present middle school. Due to scheduling delays and other environmental concerns, this project has not occurred. To avoid a lapse of funds, the district will redirect funds for immediate needs by using funds for the following priorities: The additional costs for Fullmind (\$300,000), international recruitment (\$88,000), and Edmentum (\$202,760.45) are added this category.

(Amendment 9 moves \$2,550,000 to cover iTutor/iTutor-Kelly Proctors/H1B Visas)(Amendment 8 moves \$5000 (now \$4261.47) to 200/300). (This amendment 6 allocates funds for expansion of programs and building infrastructure. We will use ESSER III funding for capital outlay expenses that maintain the continuity of services

Evaluation and Review

The LEA must describe how it will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. These include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The LEA should use or align with its progress monitoring narrative from its Academic Recovery Plan in this section to avoid duplication. (click box to scroll)

SMART Goal #1 By May 2024, the percentage of students in grades 2-8 scoring in each achievement quartile in English Language Arts will be measured by the Education Analytics Diagnostic Tool. Achievement targets will be measured by formative and summative data.

By May 2024, the percentage of students in grades 2-8 scoring in each achievement quartile in Mathematics will be measured by the Education Analytics Diagnostic Tool. Achievement targets will be measured by formative and summative data.

SMART Goal #3:

By the end 2021-2022 first semester, 100% of CCHS students in need of credit recovery will have the opportunity to gain at least two course credits through an integrated credit recovery course block built into the master schedule.

Progress Monitoring

We will monitor the implementation of this plan throughout the 2021-2022 school year. Data will be analyzed at each benchmark testing period and adjustments will be made as needed.

Consultation and Public Input

The LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, the LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA must engage in meaningful consultation with each of the following, to the extent that they are present in or served by the LEA: Tribes, 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.

Description of how public input was obtained (click box to scroll)

FEDERAL PROGRAM ADVISORY BOARD MEETING JUNE 7, 2021

FEDERAL PROGRAM MANAGERS MEETING JUNE 7, 2021

SAFE RETURN TO INPERSON/CONTINUITY OF SERVICES PLAN SUBMITTED JUNE 24, 2021

EMAIL ESTABLISHED JULY 1, 2021
ESSERIII@COLLETON.K12.SC.US

PLANNING MEETING AUGUST 8, 2021

COMMUNITY SURVEY AUGUST 1-18, 2021

Required Stakeholder	Date(s) of Input
Students	August 1-18, 2021; March 1, 2022; September, 12-22, 2023
Families	August 1-18, 2021; March 1, 2022; September, 12-22, 2023
School and district administrators	August 1-18, 2021; August 8, 2021; March 1, 2022; September, 12-22, 2023
Teachers	August 1-18, 2021; March 1, 2022; September, 12-22, 2023
Principals & school leaders	August 1-18, 2021; March 1, 2022; September, 12-22, 2023
Other educators, school staff	June 7, 2021; August 1-18, 2021; March 1, 2022; September, 12-22, 2023
Professional organizations	August 1-18, 2021; March 1, 2022; September, 12-22, 2023
Other stakeholders representing key student subgroups	June 7, 2021; August 1-18, 2021; March 1, 2022; September, 12-22, 2023

ASSURANCES

As a requirement for ARP ESSER funds, the LEA must agree to all of the following terms, conditions, and assurances included, but not limited to the following. All assurances and terms and conditions are included in the LEA's Subgrant Award Notification and accompanying attachments.

1. This LEA will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the ARP.
2. This LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
3. This LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
 - a. summer learning or summer enrichment,
 - b. extended day,
 - c. comprehensive afterschool programs,
 - d. extended school year programs, or
 - e. other evidence-based interventions,and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. This LEA will either:
 - a. within 30 days of receipt of ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or
 - b. develop and make publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. This LEA will, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, have sought public comment on the plan and took such comments into account in the development of the plan.

5. This LEA will comply with all reporting requirements at such time and in such manner and containing such information as the U.S. Secretary of Education may reasonably require, including on matters such as:
 - a. how the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
 - b. overall plans and policies related to the LEA's support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 - c. data on each LEA's mode of instruction (remote, hybrid, in-person) and conditions;
 - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 - e. LEA uses of funds to sustain and support access to early childhood education programs;
 - f. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 - g. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 - h. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 - i. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.