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

$51,481,994.00

Required 20 Percent for Learning Loss

$ 10,303,789.60

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)

The situation surrounding COVID-19 changes on a daily basis and is likely to continue into the foreseeable future. Therefore, we cannot fully predict how the virus will directly impact our community for the 2021-2022 school year. Our District will continue to follow and adhere to public health recommendations regarding the spread of coronavirus within our community and make school model decisions in the best interest of students, families, employees and the community.

In August, 2021 we intend to continue with five day face-to-face instruction, with fewer than 5% of our students enrolled in Orangeburg Online. However, should the spread of coronavirus within our communities and/or schools require a change in our instructional model, parents and guardians will be notified of the change as quickly as the situation allows through our various global announcement platforms. The global announcements will be shared through our elementary and secondary Learning Management System (LMS), Robo Calls, District-website, local media, and social media platforms.

Instructional model decisions are directly tied to situations that arise with COVID-19. Depending upon the type of situation, the District (Superintendent's office) and/or school (Principal's office) will communicate directly to parents/guardians when changes in the student learning model must be initiated.

Mask, face shields, gloves, cleaning supplies, hand sanitizer stations, sanitizer, temperature check stations, and metal detectors with camera and temperature checks integrated into the monitoring system will foster and promote the safety and well-being of our students and staff. Also, custodians will disinfect frequently used surfaces throughout each day as well as follow clearning protocols or the safety of all stakeholders.

Furthermore, all students and staff must practice social distancing of six to three feet as recommended by the CDC when entering the building, in the classroom (as space allows), in

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)	13,186,364.80
Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	900,000.00
Coordination, preparedness, and response efforts	0
Activities to address unique needs of specific students	0
Improving preparedness and response efforts	600,000.00
Training and professional development on sanitation	45,000
Supplies to sanitize and clean facilities	1,000,000.00
Planning, coordinating, and implementing school closures	0
Educational technology	3,204,578.04
Mental health services and supports	2,319,396
Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	179,181.00
Addressing learning loss among students (in addition to Learning Loss budgeted above)	890,000
School facility repairs and improvements	242,910.00
Improving indoor air quality	6,890,352.00
Developing and implementing public health protocols	185,000
Other activities to maintain operation and continuity of services	21,876,166.16
Total Budget	51,518,948

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)

By the end of the 21-22 school term, the number of students in Tier 3 and Tier 2 will decrease by 5% as measured by the Measures of Academic Progress (MAP). Schools will administer CASE benchmark assessments three times a year, to provide results that will help to identify students' strengths and weaknesses. Grades PreK-5 will use Letterland to address phonological deficiencies by increasing accuracy in decoding and word recognition skills as identified by MAP Reading Fluency data. Grades 6-12 will use Edgenuity to help close learning gaps as students master skills and concepts and provide data-driven personalized interventions. District-wide implementation of blended intervention and enrichment will be embedded during the school day to offer targeted, adaptable instruction based on student performance.

Academic Recovery Plan – Mathematics (click box to scroll)

By the end of the 21-22 school year, the number of students in Tier 3 and Tier 2 will decrease by 5% as measured by Measures of Academic Progress (MAP). Schools will administer CASE benchmark assessments three times a year, to provide results that will help to identify students' strengths and weaknesses. Schools will implement Dreambox for grades PreK-5 to offer rigorous intervention and interactive lessons that adapt to each student, providing personalized learning experiences. Grades 6-12 will use Edgenuity to close learning gaps as students master skills and concepts and provide data-driven personalized interventions. District-wide implementation of blended intervention and enrichment will be embedded during the school day to offer targeted, adaptable instruction based on student performance.

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

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

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)

These funds will provide high tech equipment for three new programs at our three Career and Technology Centers. These programs may include such programs as a MSSC Certified Advanced Manufacturing program, a Global Logistics Supply Chain and Warehouse Management program and an Electrical Linemen worker program. These programs are being selected due to the needs-based on the growth and expected growth in manufacturing industry along the 1-26 and I-95 corridor in addition to Orangeburg County and Berkeley County. Through the Comprehensive Local Needs Assessment (CLNA), it provides a process designed to help identify where local CTE programs may need improvements and where exceptional CTE programs and activities exist. We were able to define Manufacturing and Logistics in the top five industries that was expecting growth in our county and region. Also, the Carolina Energy Workforce Consortium representing North and South Carolina has concerns of a serious shortage of electrical lineworkers. They estimate that the industry will need approximately 800 new linemen each

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

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

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

Funds will be used to purchase and equip a mobile emergency unit that will allowtheDistricttorespondtoemergenciesatschoolsincludingschoolclosuresandrelocationofstudentsforreunification ataltenatesites.Supplieswillinclude,amongotheritems,mobilecommmunicaiton,mobilecomputer/access,PPE,stude ntrecordinformationanditemsneededforincidentcommandoperationsatasitenottypicallyusedbyschools.

Category 4 - Development and implementation of Procedures

Requested Response for "How many of each supply to be purchased"

1 - Mobile Response/Incident Command Unit
10 - Mobile communication radios with airtime
5 - Mobile computers w/ Hotspots and airtime

Training and professional development on sanitation Description of Planned Activities if applicable (click box to scroll)

Funds will be use to purchase subscription to SafeSchools and provide accounts to all staff members. SafeSchools training includes proper cleaning procedures and response to biohazards. All staff will have access to the virtual training and the completion of the training will be monitored for completion through the automated certificates provided through the subscription.

Supplies to sanitize and clean facilities
Description of Planned Activities if applicable (click box to scroll)

Funds will be used to purchase supplies to clean and sanitize all district facilities. Supplies may include: electrostatic sprayers, sanitizing wipes and sprays, PPE, chemicals and supplies to clean daily, and other associated supplies. Category 6 - Development and implementation of Procedures
Sanitation Services and Supplies Estimates for
ESSER III Funds

ITEM
QUANTITY

Electrostatic Sprayers
20

Planning, coordinating, and implementing school closures
Description of Planned Activities if applicable (click box to scroll)

Educational technology

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

The technology department will use ESSER III funds to replace student devices that are over 7 and a half years old. We are unable to repair these devices and many of them are beyond useful life. Devices will be provided to our early learners in grades Pre-K through Second grade, as well as our high school students. Additionally, we have several schools that have a need for strengthening our wireless infrastructure to support the devices when in school for more bandwidth intensive applications. Funds will be used to purchase instructional software and technology hardwa

- 3 Cisco WebEx Distance Learning Room Kits will be purchased. The Web Kits will provide a video conferencing and collaboration solution to traverse the region allowing teacher and students to engage in collaborative learning experiences across the region.

- The identified schools need to stregthen their wireless infrastructure: We have several schools that are in need of strengthening the wireless infrastructure to support the devices when in school for more bandwidth

Mental health services and supports

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

According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem during their school years.
Orangeburg County School District identifies a need to provide comprehensive school-based mental health services. School-based Mental Health Counselors will be assigned to each school to be ready and available to offer support to students. Increased access to mental health services in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. School-based Mental Health Counselors will assist to build awareness of the importance of strong social-emotional health.
The School-based Mental Health Counselors will attend meeting as assigned (e.g. in-service, departmental meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions. The School-based Mental Health Counselors will collaborate with families for the purpose of providing interventions and resources to support student outcomes. The School-based Mental Health Counselors will conduct individual

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)

HSHP:
Salary for teachers (afterschool support for at-risk and College and Career Readiness (CCR) students). Fringe benefits included in cost.
Afterschool Program
Summer School Program
EOC Blitz
ACT/SAT Blitz

Fringe for teachers (afterschool support for at-risk and College and Career Readiness (CCR) students).

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

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

Per the dual-modality proviso, funds will be used to compensate approximately 776 certified teachers for teaching face-to-face and virtual students at the same time as of August 16, 2021. Each stipend will be $ 1,000 per semester. This data will be submitted to the SCDE per the outlined guidelines provided by the agency.

Summer School
Supplies $644,700 per year for three years to total $2,000,000
Teacher salaries/fringes -$990,800 per year for three years to total $2,972,400
Transportation $52,600 per year for 3 years to total $157,800
Transportation salaries/fringes $91,000 per year for 3 years to total $273,000
Food Service salaries/fringes $91,000 per year for three years to total $273,000

School facility repairs and improvements

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

Funds will be used to remodel existing classrooms in the current school building. Funds will be used to expand outdoor classroom space and purchase furniture and equipment to convert outdoor space to an outdoor classroom environment. Also, funds will be used to purchase furniture for cafeteria to transform into multipurpose room. No construction or additions will be made.

Improving indoor air quality

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

The funds will be used to make repairs or replacements to building envelope systems (roof repairs, installation of energy efficient windows and doors, foundation repairs and insulation), and costs related to installation services. Currently, multiple roofs have areas that leak during moderate/heavy rains and the moisture that enters the buildings creates unsafe air quality for students and staff. Foundations with cracks also allow moisture into buildings through the floor and the moisture creates unsafe air quality for students and staff. Improving insulation by replacing single pane windows with more energy efficient double pane glass windows and improving insulation in walls and roofs allows HVAC systems to run more efficiently and reduce viral transmissions as units will not be running as often. Repairs and updates will be made to athletic field houses to upgrade structures to reduce potential viral transmission, including HVAC, water and movement of student. Schools may receive upgrades to entrance areas to better allow for flow of members of the public and students to eliminate areas where students and the public are in the same area. Some facilities will need office areas reconfigured to allow for creation of true isolation rooms near the health room so staff members can isolate

Developing and implementing public health protocols

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

In order to provide health screenings, and continue to provide a safe school environment, 3-in-1 Metal Detector/Temperature Scanner and Cameras will be purchased for all Middle and High Schools. Units allow touchless metal detection and temperature scanning for entrances. Photos of all who pass through the system are logged and allow contract tracing protocols to be more successful. ($185,000)

Other activities to maintain operation and continuity of services

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

These funds will be used to support the superintendent and board initiatives to recruit, retain, and build capacity of district staff. To address the national and local teacher shortage a plan focused on recruiting highly qualified certified staff will be implemented to reduce the teacher vacancies in OCSD. Resources will be purchased to implement a strategic and systemic recruiting initiative. The District will utilized funds to maintain 109.5935 FTEs for FY 22-23. The positions are as follows:

Student Services
PT 2
OT 2
Speech 1
Teacher 0.5935
Coord Dropout Prev 1

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)

We will implement research-based interventions which meet the ESSER criteria. Data coaches will be trained in each school to model data use and interpretation, tying examples to the school's vision for data use and its learning goals. The data coach will also model how to transform daily classroom practices based on data-driven diagnoses of student learning issues as well as assist staff with data interpretation by preparing data reports and related materials. We will also ensure the interventions are implemented with fidelity in order to accelerate learning. The data coaches will also train and support staff on using data to improve instructional practices and student achievement.

In addition, teachers and administrators will review data reports from Waterford, MAP, MAP Reading Fluency, CASE Benchmarks, Edgenuity, Letterland, and Dreambox to determine strengths and weaknesses. Parent will submit surveys regarding the information, reports, and data that will be shared during the various parenting sessions. Administrators will receive a monthly data notebook that highlights the various datasets.

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)

Public input was obtained by placing a survey on the district's website at www.ocsdsc.org. Stakeholders were able to articulate through an open-ended format their recommendations for the ESSER III plan for OCSD. Stakeholders were provided through the on-line format the opportunity to provide recommendations for the district's plan in all 15 allowable categories. Input was provided by parents, teachers, community members, admninistrators, district staff, and stakeholders that identified themselves in the other group.

Required Stakeholder	Date(s) of Input
Students	0
Families	95
School and district administrators	1
Teachers	24
Principals & school leaders	1
Other educators, school staff	14
Professional organizations	0
Other stakeholders representing key student subgroups	4

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.