

**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 | Rappahannock County Public Schools |
| B. Division Number | 078 |
| C. Contact Name | Shannon Grimsley |
| D. Contact Email | sgrimsley@rappahannockschools.us |
| E. Contact Phone # | 540-227-0023 |
| F. Amount of ARP ESSER funding allocated to LEA | |
| ESSER I allocation: | \$143,064.12 FY 20-- spent |
| ESSER II allocation: | \$503,634.07 -- Finished Nov. 2022 |
| ESSER III allocation: | \$1,131,893.88 – Encumbered to be spent by Sept. 2023 |
| Total: | \$1,778,591.90 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) <https://www.rappahannockschools.us/covid19>

- 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 will be translated into Spanish as current Rappahannock demographics indicate.

- 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

Any individual requiring an alternative accessible format should call student support services at 540-227-0023 and an alternative will be provided.

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

RCPS added a standalone item on the Dec. 13, 2022 School Board meeting agenda in order to provide the Board and the public an overview of the spending plan, the overall update on uses of ESSER funds to address learning loss, and allow for public comment.

- B. Describe how the LEA took public input since August 2021 into account

The School Board meetings are used as a way to ensure transparency in updating the public about the ESSER funds and the spending plan as well as a conduit for public 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 – Student representatives were present on each of the plan's teams to establish goals in both the original return to school safety plan as well as the new five year strategic plan—*Road to Remarkable*

Uses consulted on : 6 priority areas in subcommittees—Content Knowledge, Career Preparation & Workplace Readiness, Student-Community Engagement & Civic Responsibility, Recruitment & Retention, School Community General Wellness

Feedback received – through stakeholder subcommittee meetings

- B. Families

Description of consultation conducted – Family and parent representatives were present on each of the plan's teams to establish goals in both the original return to school safety plan as well as the new five year strategic plan—*Road to Remarkable*

Uses consulted on : 6 priority areas in subcommittees—Content Knowledge, Career Preparation & Workplace Readiness, Student-Community Engagement & Civic Responsibility, Recruitment & Retention, School Community General Wellness
Feedback received – through stakeholder subcommittee meetings

C. School and district administrators including special education administrators

Description of consultation conducted: Administration and special ed. representatives were present on each of the plan's teams to establish goals in both the original return to school safety plan as well as the new five year strategic plan—*Road to Remarkable*
Uses consulted on : 6 priority areas in subcommittees—Content Knowledge, Career Preparation & Workplace Readiness, Student-Community Engagement & Civic Responsibility, Recruitment & Retention, School Community General Wellness
Feedback received – through stakeholder subcommittee meetings

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

Description of consultation conducted: Teacher and school staff representatives were present on each of the plan's teams to establish goals in both the original return to school safety plan as well as the new five year strategic plan—*Road to Remarkable*
Uses consulted on : 6 priority areas in subcommittees—Content Knowledge, Career Preparation & Workplace Readiness, Student-Community Engagement & Civic Responsibility, Recruitment & Retention, School Community General Wellness
Feedback received – through stakeholder subcommittee meetings

E. Tribes, if applicable

Description of consultation conducted -- Not applicable
Uses consulted on
Feedback received

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted – Not applicable
Uses consulted on
Feedback received

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: Student support services representatives were present on teams to establish goals in both the original return to school safety plan as well as the new five year strategic plan—*Road to Remarkable*
Uses consulted on : 6 priority areas in subcommittees—Content Knowledge, Career Preparation & Workplace Readiness, Student-Community Engagement & Civic Responsibility, Recruitment & Retention, School Community General Wellness
Feedback received – through stakeholder subcommittee meetings

- H. Community based organizations, including partnerships to promote access to before and after-school programming
Description of consultation conducted: Headwaters Education Foundation, PTO, and Rappahannock Kids Coalition representatives were present on teams to establish goals in both the original return to school safety plan as well as the new five year strategic plan—*Road to Remarkable*
Uses consulted on : 6 priority areas in subcommittees—Content Knowledge, Career Preparation & Workplace Readiness, Student-Community Engagement & Civic Responsibility, Recruitment & Retention, School Community General Wellness
Feedback received – through stakeholder subcommittee meetings
- 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: Early childhood teachers and Child Care and Learning Center representatives were present on teams to establish goals in both the original return to school safety plan as well as the new five year strategic plan—*Road to Remarkable*
Uses consulted on : 6 priority areas in subcommittees—Content Knowledge, Career Preparation & Workplace Readiness, Student-Community Engagement & Civic Responsibility, Recruitment & Retention, School Community General Wellness
Feedback received – through stakeholder subcommittee meetings

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
RCPS limited learning loss by remaining open for the majority of students throughout the pandemic. Special consideration was given to students with disabilities, EL students, and low-income students when prioritizing in-person instruction, however, the majority of

students in these student groups were in-person for at least four days per week throughout 20-21 and five days per week in 21-22.

RCPS, with the help of ESSER funding, measured learning loss through multiple varied assessments in reading and math. Frequent progress monitoring was implemented along with evidence-based interventions to maximize growth. Examples of these assessments include AIMSWEB, Performance Matters,

- 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

ESSER funds provided have been utilized to enhance training for teachers in reading and math, including evidence-based Orton-Gillingham strategies, LETRS training, and Foundations phonics. The funds have also been used to support additional specialist positions strategically placed for transition grades in K-2, support staff for additional remedial services and instruction, as well as a division-wide instructional coordinator to align all district efforts around improving instruction at all levels, but especially for data-driven interventions and target student populations.

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

RCPS aligns all school improvement efforts with the district comprehensive plan, *Road to Remarkable* in order to remain laser-focused on student achievement and growth. Each school's continuous improvement plan must outline key benchmarks for instructional groups in order to meet these goals. These plans are shared publicly and remain the cornerstone for instructional decision-making. Each year, data is gathered in the context of these plans and shared with administration and the School Board to track progress on goals. Data utilized comes from validated assessment and benchmarking including PALS reports, AIMSWEB, Performance Matters benchmarks, growth assessments, and embedded progress monitoring reports for Tiered groups.

- D. Amount of ARP ESSER funds to address learning loss

RCPS has utilized or plans to utilize ESSER funding to address learning loss at the following levels:

ESSER I = 88% (spent)

ESSER II = 87% (spent)

ESSER III = 78% (spent/encumbered to be spent by September 2023)

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

RCPS offered current staff additional compensation for extra duties (i.e. after school tutoring, remote learning assistance, special education, summer school support, etc.). Staff was also given opportunities using ESSER funding for additional training, coursework, or incentives for devoting time toward specialized curriculum development and re-pacing based on data.

- a. Total number of new staff hired with ARP ESSER funds-- 5
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024

RCPS has a plan to retain staff hired with ESSER funds through natural attrition as well as strategic budget development to ensure allocating funds where strategies are most effective. Currently, plans are in place to retain specialists and transition teachers, especially for primary grade level reading and math.

Funds were also used to cover the high number of substitute costs due to staff leave for COVID related illness.

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

RCPS utilized ESSER funds and special ESSER set-aside, GEER, and CSLFRF funds to improve air quality through extensive HVAC upgrades and integration of UV decontamination purification systems. Also, funds were used to be able to provide additional custodial deep cleaning services, better cleaning supplies and equipment, and air scrubbing mobile systems for classrooms. Additionally, PPE and COVID mitigation supplies were purchased using these funds.

- 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

Previous HVAC projects were prior approved and funded. The only remaining project that was approved in the RCPS ESSER III plan was for the school district's portion of a regional VATI rural universal broadband project with All Points Broadband. The school's portion is based on data gathered to provide fiber to the home for underserved families with children with unreliable internet. This has become a priority with new instructional strategies using online tools and devices post-COVID. Funds have already been invoiced and spent for this project in collaboration with the Rappahannock County Broadband Authority.

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

Not applicable.

- E. Amount of ARP ESSER funds for the uses above (A. through D.)

All ESSER funds have been used or will be used for uses indicated in A. through D. Currently, of the \$1,131,893.88 allocated to RCPS, \$390,110.95 remains to be reimbursed through OMEGA, but all funds are encumbered by September 2023.

Section 7: Budget ESSER III

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other Recruitment/Retention	Recruitment/retention – 2 transition teacher FTE and 1 FTE math specialist (salaries + benefits)	YES	\$404,776.43	\$404,776.43	\$172,529.03	\$232,247.40
Other Recruitment/Retention	Substitute teacher pay for COVID quarantine/sick leave coverage	NO	\$50,000	\$50,000	\$0	\$50,000
Other	Instructional programs for interventions	YES	\$62,499.95	\$62,499.95	\$14,636.40	\$47,863.55
Other	COVID mitigation—additional custodial hours	NO	\$30,737.50	\$30,737.50	\$30,737.50	\$0
Other	Reduction in riders on buses as COVID mitigation strategy (1 Sonny Merryman 77 passenger bus)	NO	\$103,880.00	\$103,880.00	\$103,880.00	\$0
HVAC/Renovation/Capital Projects	Labor Installation costs through Rapp Broadband Authority for universal broadband for underserved families with school aged children	NO	\$315,000.00	\$315,000.00	\$315,000.00	\$0
HVAC/Renovation/Capital Projects	Internet/telecoms infrastructure support equipment costs for broadband fiber to home agreement with county Broadband Authority	NO	\$50,000.00	\$50,000.00	\$50,000.00	\$0
Other	COVID mitigation supplies and sanitization	NO	\$25,000	\$0	\$0	\$25,000
Other	Classroom intervention materials and supplies (holding for VA Literacy Act implementation)	YES	\$45,000	\$0	\$0	\$45,000
HVAC/Renovation/Capital Projects	Library update for additional learning support and spacing (summer 2023)	NO	\$45,000	\$45,000	\$0	\$45,000
	TOTAL		\$1,131,893.88	\$1,061,893.88	\$686,782.93	\$445,110.95