



**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 and again every six (6) months.

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 **with updates occurring every six (6) months with the next being due by June 30, 2023.** 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](mailto:vdoefederalrelief@doe.virginia.gov).

### **Section 1: General Information**

- A. School Division/LEA Name      Sussex County Public Schools
- B. Division Number                091
- C. Contact Name                    Morris N. Taylor
- D. Contact Email                    mtaylor@sussex.k12.va.us
- E. Contact Phone #                 434-246-5075
- F. Amount of ARP ESSER funding allocated to LEA **\$4,035,827.75**

### **Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL) [www.sussex.k12.va.us](http://www.sussex.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 ESL specialist will assist with translating and providing a copy of the plan to our students who are "limited in English proficiency". We also use the language line software program that can assist with translating our plan to parents.
- 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 receiving a request from a parent who is an individual with a disability, our Special Education Department as well as our IT department will work to accommodate the parent and provide them with a copy of our plan in a format that they can read and understand.

### **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 and 2023-2024 school years: Our school division provides continuous opportunities for all of our stakeholders to provide input to our ESSER spending plan as well as all of our other plans. Our plan has also been on our website since its inception; anyone is encouraged to visit it and provide feedback on the plan. In addition, we provide a survey to all stakeholders where they can provide any information about our plan that will be used to revise it when necessary. We value all of our community partners and know that they play a vital part in helping us to educate our children.

- B. Describe how the LEA took public input since August 2021 into account: The division provided two opportunities for all stakeholders to submit any input about the plan via a survey. In addition, each school continuously seeks any public input in relation to our spending plans as well as to our facilities. We make every effort to include in our plans any suggestions that are practical, and affordable that would benefit the students of Sussex County Public Schools.

#### 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: Students were consulted via talks by our school guidance counselors in their classrooms. In addition, they were consulted by doing surveys provided by the school Principal.

Uses consulted on: The students were consulted on how they felt about the school overall, their health and safety at the school, how they felt the school could be improved, and on their feelings about their teachers.

Feedback received: The students felt as though they were safe in their schools. They also felt as though their teachers treated them fairly, and in general, they felt as though they were receiving a good education.

B. Families

Description of consultation conducted: Families were given a survey by the school division

Uses consulted on: The families were asked about the school facilities, HVAC, social/emotional needs of their children, Internet access, and other needs of the schools.

Feedback received: Many families have expressed a good relationship with the school division. Some mentioned having additional class space so that their children could spread out even more because of the Covid epidemic. They also expressed interest in knowing the division's plans moving forward for programs. They showed appreciation for having more school supplies so that they did not have to buy them for their children.

C. School and district administrators including special education administrators

Description of consultation conducted: All of the Directors for Sussex County Public Schools were consulted along with each building Principal.

Uses consulted on: They were consulted on remediation/recovery of loss of learning time, on technology needs for our students and parents, on transportation, and on school needs.

Feedback received: The school admins wanted to see more instructional programs in the schools, and wanted more instructional space in all of our buildings for additional classes for social-emotional learning and other programs.

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

Description of consultation conducted: All school leaders and their staff were surveyed. This included all teachers, counselors, custodial staff, cafeteria staff, and others.

Uses consulted on Safety measures at each school, maximizing in-person instructional time, the impacts of the Covid pandemic, underserved students and on support for those underserved.

Feedback received: The majority of all faculty and staff felt as though the school division was doing a good job meeting the needs of the children. Some wanted more instructional materials, while others wanted more space in each building. Several wanted to know the morale of the students since returning to school.

E. Tribes, if applicable

Description of consultation conducted N/A

Uses consulted on N/A

Feedback received N/A

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: N/A

Uses consulted on N/A

Feedback received N/A

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: Our Director of Pupil Personnel works with our English learners and our ELL teacher. In addition, she is in constant contact with any known students who are incarcerated or otherwise underserved in our community.

Uses consulted on: learning loss, resources needed for these students, and any social/emotional needs of these students.

Feedback received: Parents support the efforts of the school division to reach out to them about their children. They want to see more social/emotional efforts to care for students who are out of school and who are underserved. After-school programs would also benefit these students.

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

Description of consultation conducted Century 21<sup>st</sup> after-school program, churches, DSS department, and the Sheriff's Office.

Uses consulted on the social-emotional needs of our students, family education, and the general needs of our families in the communities of Sussex County.

Feedback received: The community organizations wanted to see more programs for the youth, and more partnerships between the community and the schools.

- 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: Our Head Start Program and our Pre-K Coordinator work hand in hand to make sure that our youngest youth are given a head start in their learning. This includes having registrations together and participating in community events.

Uses consulted on Curriculum for Head Start students as well as for Pre-K students, finding ways to connect families with the school system, and building resources for families and children.

Feedback received: Mostly the parents of these students want to know about access to the early childhood programs being offered at our schools, having a parent resource center and a concern about a lack of transportation to the schools.

### **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: All of our central office departments along with our building principals work together to look at data that affect each one of the aforementioned groups and subgroups. The disaggregated data along with diagnostic tests revealed to us that our students suffered learning loss while out during the pandemic. Since returning, we have implemented several programs to address this situation. We have hired elementary reading specialists at each school, we have provided academic support to our students in after-school programs, and we have developed learning plans for those who have experienced significant learning losses. In addition, our remediation and instruction are based on individual needs. Our students engaged in lessons that help to build their cognitive and emotional well- beings.

- 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: Our ESSER funds will be used to address learning loss by having focused and targeted instruction and remediation for all of our students. We will provide all classroom teachers with the skills necessary to master the state standards, and will provide materials that focus on active learning. We will also focus on special needs populations as our data has shown that they have sustained the most learning loss. We will provide a sound curriculum that also focuses on the emotional and physical well-being of our students.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed: with classroom observations, curriculum assessments, division, and state assessments, and with constant dialogue between our schools and central office staff we will determine if our efforts have been helpful in meeting the learning loss interventions of our students.
- D. Amount of ARP ESSER funds to address learning loss  
**\$2,729,251.28.**

### **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: The LEA will use funds to address teacher retention by providing two staff retention incentive pay in the next school year. These incentive pays will be used to keep our existing staff and to provide a necessary morale booster for the division.
- a. A Total number of new staff hired with ARP ESSER funds: There have been eleven new staff members hired with the ARP ESSER funds to date.

b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: The division is currently working on a plan to retain the staff members hired with the ESSER funds.

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: Sussex County Public Schools has used ESSER funds in the past to provide each school with PPE equipment, cleaning supplies, to purchase shields for our classrooms, cafeterias, and other rooms, and to have professional cleanings done by outside agencies. Some of these strategies are ongoing as we continue to face the pandemic.

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: Sussex County Public Schools has requested and has been approved to replace an HVAC unit at our middle school. This project has started and will be completed soon.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below: The division is only using ARP ESSER funds as outlined in Section 2001(e)(2) of the ARP act.

E. Amount of ARP ESSER funds for the uses above (A. through D.) **\$ 1,306,576.50**