

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 ydoe.federalrelief@doe.virginia.gov.

Section 1: General Information

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|-----------------------------|---------------------------------|
| A. School Division/LEA Name | Poquoson City Public Schools |
| B. Division Number | 142 |
| C. Contact Name | Arty Tillett |
| D. Contact Email | arty.tillett@poquoson.k12.va.us |
| E. Contact Phone # | 757-868-3055 |
- F. Amount of ARP ESSER funding allocated to LEA: \$464,613.26

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted www.poquoson.k12.va.us/families/covid-19-information
- 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 document is written in English, which is the primary language. The Student Services Department would assist any family with translation of this document.

- 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: The Student Services Department would assist any family with an alternative accessible format of this document.

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: This funding was initially presented at the August 2021 School Board meeting and public comment is encouraged and accepted at every School Board meeting. School Board meetings are held on the third Tuesday of every month. Additionally, electronic communication was sent out to stakeholders in the fall of 2022 asking for feedback on the school division's "Let's Talk" forum.
- B. Describe how the LEA took public input since August 2021 into account: Any input from the public is evaluated and incorporated into the spending plan.

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: Stakeholder meeting consisted of school administrators, teachers, and parents
Uses consulted on: Summer of 2020, Fall of 2022, School Board Meetings from Aug. 2021-Nov. 2022
Feedback received: Academic and mitigation strategies for school reopening
- B. Families
Description of consultation conducted: Stakeholder meeting consisted of school administrators, teachers, and parents
Uses consulted on: Summer of 2020, Fall of 2022, School Board Meetings from Aug. 2021-Nov. 2022
Feedback received: Academic and mitigation strategies for school reopening
- C. School and district administrators including special education administrators
Description of consultation conducted: Stakeholder meeting consisted of school administrators, teachers, and parents
Uses consulted on: Summer of 2020, Fall of 2022, School Board Meetings from Aug. 2021-Nov.

2022

Feedback received: Academic and mitigation strategies for school reopening

- D. Teachers, principals, school leaders, other educators, school staff, and their unions
Description of consultation conducted: Stakeholder meeting consisted of school administrators, teachers, and parents
Uses consulted on: Summer of 2020, Fall of 2022, School Board Meetings from Aug. 2021- Nov. 2022
Feedback received: Academic and mitigation strategies for school reopening
- 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: Stakeholder meeting consisted of school administrators, teachers, and parents (special education teachers were included in this meeting)
Uses consulted on: Summer of 2020, Fall of 2022, School Board Meetings from Aug. 2021- Nov. 2022
Feedback received: Academic and mitigation strategies for school reopening
- H. Community based organizations, including partnerships to promote access to before and after-school programming
Description of consultation conducted: Stakeholder meeting consisted of school administrators, teachers, and parents
Uses consulted on: Summer of 2020
Feedback received: Academic and mitigation strategies for school reopening
- 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: Stakeholder meeting consisted of school administrators, teachers, and parents
Uses consulted on: Summer of 2020
Feedback received: Academic and mitigation strategies for school reopening

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: A review of student grades, SOL scores and discussion with school administrators.
- 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: A math instructional coach was hired to address learning loss in mathematics.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed: School administrators will review student grades, as well as SOL scores.
- D. Amount of ARP ESSER funds to address learning loss: \$281,941

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: *N/A*
 - a. Total number of new staff hired with ARP ESSER funds: *N/A*

- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: *N/A*
- 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: This funding has been used to purchase HEPA air purifiers for every classroom, as well as disinfecting supplies and wipes.
- 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 [rum_oval](#) for the project: *N/A*
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below: These funds will be used for permanent substitute teachers in each school building to provide more continuity and safety in the covid-19 environment. Additionally, funding is used for an enhanced summer school program to provide additional staff and extend the program by one week to provide additional instructional support for students.
- E. Amount of ARP ESSER funds for the uses above (A. through D.) \$182,672.26

Section 7: Budget

Category	Description	Learning Loss <i>YIN</i>	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Purchase HEPA Air Purifiers	NO	\$81,432.00	\$0.00	\$81,432.00	\$0.00
Other	Purchase additional cleaning supplies (disinfection supplies and wipes)	NO	\$4,355.26	\$0.00	\$0.00	\$4,355.26
Summer School	Enhanced Summer School Program	YES	\$39,939.00	\$0.00	\$0.00	\$39,939.00
Professional Development	Professional Learning and Coaching to Address Learning Loss	YES	\$10,000.00	\$0.00	\$0.00	\$10,000.00
Other	Math Instructional Coach	YES	\$232,002.00	\$0.00	\$26,157.26	\$205,844.74
Other	Substitute teachers in each school building to provide more continuity and safety	NO	\$96,885.00	\$0.00	\$0.00	\$96,885.00