

**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](mailto:vdoefederalrelief@doe.virginia.gov).

**Section 1: General Information**

- A. School Division/LEA Name      Dinwiddie County Public Schools
- B. Division Number                027
- C. Contact Name                    Christie B. Fleming
- D. Contact Email                    cfleming@dcpsnet.org
- E. Contact Phone #                 804-469-4190
  
- F. Amount of ARP ESSER funding allocated to LEA \$5,992,777.67

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL)

The plan can be found at [www.Dinwiddie.k12.va.us/departments/finance/budget](http://www.Dinwiddie.k12.va.us/departments/finance/budget)

- 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 is also available in Spanish and can be translated into additional languages (written and verbal) upon request. Parents may also work directly with their school for translation needs related to school specific information. We have ESOL certified staff available for in-person interpretation.

- 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 request, a parent or guardian with a disability as defined by the ADA may be provided with the plan in an alternative format by contacting the School Board Office.

### **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

1. On February 25, 2021 an email was sent to all users to comment and or provide input on the use of ARP funds. Replies were received and put into a spreadsheet where leadership reviewed the requests and determined if they met requirements and the needs of the school division. Funding was provided for most requests.
2. Monthly updates at School Board meetings on Return to Learn Plan
3. Informal community conversations such as meetings with community organizations or county representatives where ideas and suggestions were received.
4. Plan updates as required by the American Rescue Plan Act were provided to our School Board on the following dates. Public input from all stakeholders was sought at each meeting and an email address was provided for comments. ( [Info@dcpsnet.org](mailto:Info@dcpsnet.org) & [cfleming@dcpsnet.org](mailto:cfleming@dcpsnet.org) )
  1. August 10, 2021
  2. January 11, 2022
  3. May 10, 2022
  4. December 13, 2022

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

1. Responses to the email from February 2021 were reviewed by leadership and most were able to be funded.
2. Input from leadership meetings was used to determine how funding was used such as remedial services for students and additional social and emotional support.
3. The Superintendent's Advisory council also provided input on students' needs and how teachers could support them.
4. Student School Board representatives shared information from the students on needs and what could be done to help them return to a normal learning environment.
5. A recent survey from staff (November 28, 2022) provided valuable input on the latest teacher and student needs. This information is being reviewed and analyzed in order to present a plan going forward.

**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

We have two student school board representatives in which feedback is received monthly. In addition, general conversations with students took place daily. Any concerns sent directly to our email information account or the Superintendent, Principal or other administrative leader were also taken into consideration. Virtual students were assigned a mentor to assist in checking grades and providing assistance if needed to ensure they were not falling through the cracks and failing.

Uses consulted on

Safety in returning to learn, student progress, overall mental state and anxiety levels, returning to a new normal for activities.

Feedback received

Students expressed concerns in all of these areas, however as time has moved on, their outlook has improved for most. There are still students with mental challenges and we are working to provide help to those students. Students want to get back to normal activities with their peers and participate in celebrations. All virtual students will return to school in person for the upcoming 2023-2024 school year. We will not be offering a virtual option.

**B. Families**

Description of consultation conducted

Surveys with families have been conducted to determine the needs of students, parents and the family as a whole and what we can do to help them.

Uses consulted on

Whether the student will return to learn in a school environment or continue virtual, where the student is emotionally and mentally due to the pandemic and where the student is as it relates to learning (behind, on level, etc.)

Feedback received

The overall preferred preference of learning was in person instruction. We did have approximately 57 families choose the virtual option for the 2022-2023 school year. Families responded regarding concerns about safety, cleanliness and social distancing and how the school division was handling these concerns.

**C. School and district administrators including special education administrators**

Description of consultation conducted

Information was received from administrators at principal meetings and senior staff meetings which were held on a monthly / weekly basis.

Uses consulted on

The needs of departments, cleaning, feeding and or teaching were discussed.

Feedback received

There were mixed feelings from staff regarding the safety of returning to learn in person. Those that were most concerned about safety wanted additional safeguards and or a hybrid learning platform. We honored requests for additional safety concerns such as desk shields, masks for students and staff and additional cleaning supplies. Special education students were offered virtual learning / hybrid platform if necessary for medical conditions. Any needs of special education students in order to learn in this environment were provided.

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

Description of consultation conducted

Surveys to all staff have been conducted several times throughout the pandemic. In addition meetings have been held with staff members at schools and central office to receive feedback. Zoom meetings were held with staff on Wednesdays to provide updates and for staff to ask questions and share concerns.

Uses consulted on

Returning to an in-person learning environment and how staff felt at the beginning of the Pandemic. Information on how students were doing in the current learning environment and what could we do to provide more support.

Feedback received

There were mixed feelings from staff regarding the safety of returning to learn in person. Those that were most concerned about safety wanted additional safeguards and or a

hybrid learning platform. We honored requests for additional safety concerns such as desk shields, masks for students and staff and additional cleaning supplies. Staff expressed concerns about student progress and how we were going to move forward with children behind and what that meant for testing.

**E. Tribes, if applicable – N/A**

**F. Civil rights organizations, including disability rights organizations**

We did not meet with any of these groups specifically

**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

Meetings with parent advisory groups and one-to-one contact with parents, including home visits.

Uses consulted on

Home visits, phone calls, text messages and emails to families to engage and connect with our students to determine what their needs were and or services we could provide. Packets were sent home weekly to EL students in their home language. Instructional videos were created in the home language and shared with families to ensure parents had access to instructional strategies without language barriers.

Feedback received

Parents were very receptive to the additional contact during this time. They felt they were more in touch with what was going on with their child and the learning progress. Teachers were excited that parents were engaged with their child's education.

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

Description of consultation conducted

We have a strong faith-based community here in Dinwiddie. These organizations have been all in to help since the onset of the Pandemic.

Uses consulted on

Organizations just wanted to know what they could do to help. The faith-based community provided space for students to learn in after school tutoring programs or help with childcare. Volunteers helped with food distribution to students.

Feedback received

The community rallied around anything that was needed to help students, parents and teachers during this time. They wanted a part in helping our families and appreciated the opportunity to collaborate with the school division. Community organizations and faith-based churches opened their buildings to provide after school learning/tutoring for students. In addition, some of these buildings had access to internet services which all

families throughout the county do not. This provided students with the ability to work and learn utilizing the internet.

**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

Phone calls, letters, emails and home visits were conducted to ensure that our early childhood learners were not left out and we could meet their needs.

Uses consulted on

Pre-school teachers taught hybrid the entire year. Parents were given the option of in-person or virtual learning. Parents received weekly packets containing everything they needed to ensure learning continued. iPads were distributed to all students and technology resources were provided to all to ensure equal access.

Feedback received

Teachers felt that there was more parent engagement during the Pandemic than normal circumstances. Parents were more aware of their students learning progress.

**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

Identifying and analyzing different data points to include PALS, SOL testing results, district common assessments and QRI. Data was analyzed and broken down into sub groups to include the following subgroups; low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care.

- 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

1. DCPS is using evidenced-based interventions such as summer school, after school remediation services, math support in small group tutoring, and additional teachers to promote smaller class sizes in schools with higher poverty rates. A student support specialist was hired at our high school to ensure students who have been adversely affected by the Pandemic graduate high school. Administrative Interns were hired for three of our elementary schools who do not have Assistant Principals to help with administrative and operational duties so that the principal can focus on instruction and assessments.
  2. Virtual Virginia and Apex are being used for those students choosing a virtual platform for school for years 2021-2022 and 2022–2023. There will be no virtual offering for 2023-2024.
  3. The funds will be used to pay teachers/staff to cover classes when there is an absence and no substitute is available or practical. This provides some continuity for learning for the students as opposed to a substitute and provides incentive to the staff to do so.
  4. Support for summer learning programs during the summers of 2021 and 2024 will be used.
  5. Insurance for student's chrome books has been included as well as internet service (Mifi's) for those students who do not have access to the internet while being quarantined.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed

Progress monitoring of student data and assessment results is an ongoing process. We use these results to determine if the student is making progress with these additional resources.

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

These funds total \$2,345,920.20

### **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
1. In the spring of 2022, the School Board approved a Retention and Attraction bonus for all staff. If you signed your contract for the upcoming year and returned to work in FY 2023 you would receive a \$2,000 retention bonus to be paid one half in October and February. All new hires for FY 2023 would receive a \$1,000 bonus to be paid in October. Also, the addition of positions to support students and staff will help with staff workloads and the ability to serve students better.
  2. A stipend was paid to nurses for the additional workload and hours worked while performing contact tracing, talking with parents, and additional students in the clinics during school.
    - a. Total number of new staff hired with ARP ESSER funds  
  
11 positions were hired with ESSER III funds. 2 additional positions were included in the budget, but have not been filled to date.
    - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024  
  
Positions will be reviewed during the FY2023 and FY2024 budget process to determine effectiveness. Some positions will continue and be included in the school division's operating budget and some positions will be eliminated.
- 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
- No funds were used from ESSER III for this purpose. Funds from ESSER I, ESSER II, Set Aside Grants and CRF were used to ensure schools operated safely for in-person learning.
- 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



1. Two HVAC projects are being utilized with ESSER III funds to serve 4 schools. A replacement of the HVAC systems at DInwiddie Elementary, Midway Elementary and Dinwiddie Middle School is a combined project in which the units have already been purchased and an IFB will be issued in January for installation during the summer of 2023. Sunnyside Elementary is also replacing its HVAC unit and the IFB for the entire project will be issued in January for installation during the summer of 2023.
2. Window replacement at Sunnyside Elementary School which was completed during the summer of 2022. This project was also funded by ESSER Set-Aside Facilities Grant.
3. Approval was received for the projects.

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

1. School Nutrition ran a program during the 2021-2022 school year where staff came in at night and put together salads and sandwiches for the schools. This helped the day shift as this was more than they could do along with serving students due to staff shortages at that time.
2. Six picnic tables for outdoor eating and learning were purchased to help with cafeteria spacing during nice weather at one of our elementary schools. An additional Kindergarten class was also added to help with social distancing and class sizes. Materials for the addition of this classroom were purchased.

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

These funds total \$3,646,857.47

**Section 7: Budget**

<b>Category</b>	<b>Description</b>	<b>Learning Loss Y/N</b>	<b>Budget</b>	<b>Amount Obligated</b>	<b>Amount Spent</b>	<b>Amount Remaining</b>
Teacher and Staff Performance Bonuses	Staff retention and recruitment bonuses	NO	\$1,250,000.00	\$820,312.00	\$216,312.00	\$429,688.00
Other	N2Y Software for exceptional education	YES	\$6,519.96	\$6,519.96	\$6,519.96	\$0
Other	Class / Late Bus Coverage	NO	\$212,269.00	\$104,619.01	\$104,619.01	\$107,649.99
HVAC/Renovation/Capital Projects	Window Replacement Sunnyside Elementary – split with Set-Aside funding	NO	\$6,639.52	\$6,639.52	\$6,639.52	\$0
Other	School Nutrition Night Services	NO	\$31,618.28	\$31,618.28	\$31,618.28	\$0
Other	6 Picnic Tables at Sutherland Elementary for spacing during lunch	NO	\$1,805.90	\$1,805.90	\$1,805.90	\$0
Other	Stipend for nurses for work outside of hours and weekends	NO	\$12,849.37	\$12,849.37	\$12,849.37	\$0
Other	Virtual Learning Platforms for virtual students – FY22, FY23 and FY24	YES	\$400,000.00	\$336,975.00	\$336,975.00	\$63,025.00
Other	Internet Support for Students	YES	\$8,352.85	\$8,352.85	\$8,352.85	\$0
Other	Chrome Book Insurance	YES	\$8,240.00	\$8,240.00	\$8,240.00	\$0
Other	Materials for additional K Class	YES	\$616.55	\$616.55	\$616.55	\$0
HVAC/Renovation/Capital Projects	Window Replacement – Dinwiddie Middle School	NO	\$280,000	\$0	\$0	\$280,000.00
HVAC/Renovation/Capital Projects	Sunnyside Elementary HVAC replacement	NO	\$562,500	\$0	\$0	\$562,500
HVAC/Renovation/Capital Projects	Dinwiddie Elementary, Midway Elementary and Dinwiddie Middle School HVAC replacement	NO	\$1,112,850	\$569,945.00	\$0	\$542,905.00
Other	Site Based Substitutes	YES	\$50,000.00	\$29,718.85	\$14,979.23	\$20,281.15
Summer School	Summer School – July 2022 & Summer of 2024	YES	\$594,132.00	\$96,852.94	\$96,852.94	\$497,279.06

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	Director of Innovation	YES	\$121,623.03	\$121,6253.03	\$59,751.62	\$61,8741.41
Other	Grants Manager – Shared with other grants	YES	\$142,888.17	\$67,285.16	\$34,616.77	\$75,603.01
Other	Administrative Interns	YES	\$209,864.00	\$103,151.08	\$30,382.04	\$106,712.92
Other	Student Support Specialist – Dinwiddie High	YES	\$274,114.00	\$134,229.09	\$49,077.77	\$139,884.91
Other	School Nurse – Floating	YES	\$128,912.00	\$52,045.43	\$52,045.43	\$76,866.53
Other	Certified Nursing Assistant	YES	\$46,303.00	\$0	\$0	\$46,303
Other	EL Tutors	YES	\$83,563.00	\$0	\$0	\$83,563
Other	Teachers	YES	\$256,697.00	\$89,101.97	\$74,082.60	\$167,595.03
Other	Technology Intern	YES	\$14,094.64	\$14,092.64	\$14,092.64	\$0
Other	Transportation Coordinator	NO	\$176,325.40	\$86,212.49	\$27,508.87	\$90,112.91